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ABSTRACT

This report contains seven essays on current issues in higher education and a 1995-96 faculty salary report. "Faculty Salaries, 1995-96" (John B. Lee) provides an overview of faculty salaries, while "Faculty Workload and Productivity: Ethnic and Gender Disparities (Henry L. Allen) examines the ethnic and gender differences in faculty workload and productivity. "The Relative Value of Teaching and Research" (James S. Fairweather) examines the continued high rewards being paid to faculty who concentrate on research rather than teaching, while "Re(con)figuring the Professional Workforce" (Gary Rhoades and Rachel Hendrickson) documents the growth of part-time faculty and non-faculty positions. "State Fiscal and Policy Climate for Higher Education: 1996" (William Zumeta and John Fawcett-Long) examines the effect of state funding and economic trends on higher education, while "Faculty Retirement and Benefits" (Jay L. Chronister) and "Administrative Staff: Salaries and Issues" (David C. Montgomery and Gwendolyn L. Lewis) document faculty and staff salary, benefit, and retirement issues. The institutional faculty salary report provides salary and compensation information for 3,247 institutions. The data are organized by state, institutional type, and control and are based on preliminary data released by the Department of Education. Each essay contains references. (MDM)

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The NEA 1997 Almanac of Higher Education

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CONTENTS

FOREWORD
by Christine Maitland 3

OVERVIEW
by Harold S. Wechsler 5

PART I

FACULTY SALARIES, 1995-96
by John B. Lee 7

FACULTY WORKLOAD AND PRODUCTIVITY: ETHNIC AND GENDER DISPARITIES
by Henry L. Allen 25

THE RELATIVE VALUE OF TEACHING AND RESEARCH
by James S. Fairweather 43

RE(CON)FIGURING THE PROFESSIONAL WORKFORCE
by Gary Rhoades and Rachel Hendrickson 63

STATE FISCAL AND POLICY CLIMATE FOR HIGHER EDUCATION: 1996
by William Zumeta and John Fawcett-Long 83

FACULTY RETIREMENT AND BENEFITS
by Jay L. Chronister 113

ADMINISTRATIVE STAFF: SALARIES AND ISSUES
by David C. Montgomery and Gwendolyn L. Lewis 129

PART II

1995-96 FACULTY SALARY REPORT 151

Foreword

by Christine Maitland

***Christine Maitland** has worked for the National Education Association for eight years and is currently NEA's higher education coordinator. Her recent work has included expansion of the higher education research center, development of an interactive CD-Rom on the future of higher education, collaborative projects with other higher education unions and associations, and the planning of NEA's annual higher education conference.*

Maitland has worked for education unions for the last 14 years and has experience in organizational development, strategic planning, and negotiations.

Maitland has a doctorate from Claremont Graduate School in higher education and publishes in the field of labor relations. In addition, she taught philosophy for 10 years on a part-time basis at seven different campuses in Southern California.

Welcome to the *NEA 1997 Almanac of Higher Education*.

The essays that follow, written by leading scholars from across the nation, profile the status of higher education. The purpose of the *Almanac*: to provide you with the latest statistical and reference materials about working conditions on campuses nationwide.

This is the fourth year NEA has produced the *Almanac* in its current form. We hope that this *Almanac* offers the information you need on the issues that directly affect your working life—changes in compensation and workload, bargaining trends, and the fiscal and political conditions in the states.

The NEA Higher Education Research Center provides much of the data and analysis that appears in the *Almanac*. The Research Center also produces short research reports and updates on current issues in higher education. Recent issues have covered topics such as E-mail and privacy, full-time nontenure-track faculty, and part-time employment in academe. These reports are available on NEA's higher education Web site (see below).

The *Almanac* is just one of three publications available to NEA higher education members. All NEA members working in colleges and universities also receive the *NEA Higher Education Advocate* newsletter, which provides timely information on events that have an impact on higher education at the national, state, and local level, and *Thought & Action*, an interdisciplinary, refereed biannual journal, with articles and book reviews on a wide range of topics of interest to our members.

Over the past year, NEA has also developed a higher education Web site that provides members, leaders, and staff with information about NEA's higher education program and a vehicle for discussing current issues in higher education. This new NEA higher education Web site also provides excellent "online" resources on teaching, learning, and scholarship, including the text of last year's *Almanac*, which is now sold out in the printed edition.

Our Web address: (www.nea.org/he/).

The 1997 *Almanac*, we hope, will help you better understand the complex environment of contemporary higher education.

Overview

by Harold S. Wechsler

***Harold S. Wechsler** is a professor of education in the Margaret S. Warner Graduate School of Education and Human Development, University of Rochester.*

A former editor of NEA higher education publications, Wechsler has published books and articles on student access to higher education, the history of the disciplines, and education for business and for teaching.

Wechsler is currently writing a history of middle colleges—high schools for at-risk students located on community college campuses—and a history of efforts to reduce racial and ethnic prejudice on college campuses.

"Will America's colleges and universities be able to deliver teaching and learning of acceptable quality over the next several decades?"

Howard R. Bowen and Jack Schuster asked this question a decade ago in *American Professors: A National Resource Imperiled*. Bowen and Schuster feared a decline in interest in the academic profession among able young people.

"The faculties are a major influence upon the destiny of the nation," they noted, "and the nation has a clear and urgent interest in assembling and maintaining faculties having adequate numbers of talented, well-trained, highly motivated, and socially-responsible young people."[1]

But the next decade did not witness the groundswell of support for the increasingly difficult job that Bowen and Schuster called for; instead, polemics critical of the academic profession crowded out sober assessments.

These criticisms did little to make the academic profession more attractive to those students whom the nation will rely upon to instruct a predicted growing number of undergraduates. Nor are the actual working conditions of the professoriate anywhere near ideal. Faculty members turned back this year's assault on tenure by the Regents of the University of Minnesota, but other attacks are promised. Students and parents will pay more for a faculty that includes a growing number of part-timers, graduate assistants, and contingent staff. A 27.2 percent growth in the proportion of part-time faculty members between 1991 and 1993 is hardly a recipe for curricular coherence or campus community.

The *NEA 1997 Almanac of Higher Education* offers a mixed picture of the working conditions of faculty and staff. The average full-time faculty member received $49,237 in 1995-96, notes John B. Lee, in "Faculty Salaries, 1995-96," a 3 percent increase over 1994-95, but less than last year's 4.3 percent gain. Salaries barely kept pace with cost-of-living increases in 1995-96, and faculty purchasing power still has not rebounded to its 1972 high. Salary gaps increased between men and women, and between academic specialties in land-grant colleges.

This year's special *Almanac* study, "The Relative Value of Teaching and Research," by James S. Fairweather, revisits an issue he addressed in our inaugural volume. In 1992-93, as in 1987-88, Fairweather reports, the more time spent on teaching, the less the pay. In contrast, spending more time on research, publishing, and teaching graduate students was more likely to result in higher salaries. Faculty pay, Fairweather concludes, "has not changed in line with the intense scrutiny paid to teaching and learning since the late 1980s."

"Faculty Workload and Productivity: Ethnic and Gender Disparities," Henry L. Allen's discussion of the racial and ethnic composition of the academic workforce, shows continuing problems in recruiting professors from minority groups. Workload and productivity, Allen notes, differ more by institution and discipline than by ethnic status—everyone works long hours. But minority faculty members are disproportionately concentrated in community colleges. Recognizing that jeremiads about faculty have instilled mistrust in the public, Allen calls for careful studies of faculty productivity, based on robust theories of academic systems and their organizational components.

Today, less than 40 percent of the academic workforce is full-time tenure or tenure-track. The resultant contingent workforce, note Gary Rhoades and Rachel Hendrickson in "Reconfiguring the Professional Workforce," includes large numbers of graduate assistants and part-timers who lack basic protections. Negotiators for faculty, Rhoades and Hendrickson argue, should bargain for increased procedural rights surrounding the use of part-time faculty. They provide examples of contract language to emulate and avoid.

State support for higher education in 1996, William Zumeta and John Fawcett-Long show in "State Fiscal and Policy Climate for Higher Education: 1996," slightly outpaced the inflation rate, but few states are well-positioned to respond to the expected growth in demand for access to higher education. Tuition growth rates increased sharply in the early 1990s as revenue from state appropriations declined, but the rate of increase "slowed" to twice the inflation rate as the economy and state treasuries stabilized. A lag in financial aid, Zumeta and Fawcett-Long note, raises questions about enrollment capacity and access, especially for lower-income and minority students.

The proportion of faculty nearing the "traditional" retirement age, notes Jay Chronister in "Faculty Retirement and Benefits," is increasing just as observers question the viability of state pension plans and Social Security. Two-thirds of state pension plans, he says, are underfunded and 40 percent are undercontributed. Incentive retirement programs for faculty, he adds, provide a short-term answer. About 36 percent of surveyed institutions offered these plans in 1994-95, including 55 percent of public and 68 percent of independent research universities. Retirement benefits for part-time faculty members, Chronister notes, are available at only 42 percent of institutions. Careful retirement planning by faculty members, he concludes, is mandatory when a retirement age isn't.

Administrative salaries increased by 4.2 percent in 1995-96, slightly lower than the 4.4 percent increase in 1994-95, note David Montgomery and Gwendolyn Lewis, in "Administrative Staff: Salaries and Issues." Salary scales for administrators and faculty showed growing gaps between senior and junior positions. Montgomery and Lewis also document declines in full-time staff positions, and concomitant increases in part-time positions.

Stagnant purchasing power, a growing salary gap between juniors and seniors, long workweeks, and shaky retirement vehicles—all suggest that American professors and staff remain a national resource imperiled. We hope this *NEA Almanac* helps alert the public to the true state of the profession.

Thanks to Andrea Grodsky, Lisa Firing Lenze, Ingrid Overacker, and Betty Tran for helping to produce the NEA Almanac.

NOTES

[1] Bowen and Schuster, 3, 4.

REFERENCES

Howard R. Bowen and Jack H. Schuster, *American Professors: A National Resource Imperiled* (New York: Oxford University Press, 1986).

Faculty Salaries, 1995-96

by John B. Lee

John B. Lee is the president of JBL Associates, Inc., in Bethesda, Maryland. JBL Associates is a consulting firm specializing in postsecondary education policy issues. His doctorate is in higher education from the University of California, Berkeley.

Lee started his career as an instructor at Laney Community College in Oakland, California, where he served as academic senate president and president of the faculty union. Subsequently, he worked for Stanford Research International (SRI), the Education Commission of the States, the Education and Labor Committee of the U.S. House of Representatives, and Abt Associates.

Lee's areas of specialization and research include student aid policy and higher education government and finance.

The national average full-time salary for faculty members on 9/10 month contracts was $49,237 in 1995-96, up 3 percent since last year. Faculty salaries, corrected for inflation, were nearly flat between 1990 and 1995, but the gap between the highest and lowest paid faculty members increased. The salaries of professors lost the least purchasing power, while salaries of instructors and lecturers lagged behind those in other academic categories.

Public college and university faculty members averaged $2,000 less than colleagues at independent institutions. University faculty members earned the most; the average faculty salary in independent universities was $61,000, highest of all types of institutions. Faculty members at independent two-year institutions earned the least ($31,800).

Some additional highlights:

- Engineers earned the highest salaries by academic specialty, excluding professional schools. Lawyers had the highest average salaries among professional school faculty members.
- Female faculty members averaged $9,000 less than their male colleagues.
- Among four-year public colleges, faculty members at institutions with a collective bargaining agreement averaged $6,262 a year more than colleagues without an agreement.
- Faculty members in New Jersey had the highest average public sector salaries; South Dakota faculty members had the lowest.

OVERVIEW

Data Sources

This article uses three reports of faculty salaries. The National Center for Education Statistics (NCES), a division of the U. S. Department of Education, collected its 1995-96 data as part of the Integrated Postsecondary Education Survey (IPEDS). All accredited colleges and universities received the IPEDS survey. The 1995-96 report included information from 3,600 institutions of higher education and on 440,952 full-time faculty members.

The NCES report excluded colleges organized on a for-profit basis and over 400 seminaries or religious training institutions. It also excluded medical school faculty members, faculty members paid by a religious order, part-time faculty members, and faculty members who did not teach. Including all faculty members increases the total to 915,474; adding teaching assistants brings the count to 1,108,097.[1] Less than 40 percent of all college and university faculty members were full-time, paid, classroom teachers.

NCES reported salaries separately for full-time faculty members on 9/10 month and 11/12 month contracts. The vast majority of faculty members worked on 9/10 month contracts, and their salaries represent full-time faculty members in most tables. There is no acceptable way to make the two salary categories comparable.

Two organizations provided faculty salary information by academic department—information not available from IPEDS. These reports sampled four-year colleges and universities. The College and University Personnel Association (CUPA) sampled 269 four-year public and 531 independent comprehensive colleges and universities. The Office of Institutional Research of Oklahoma State University (OSU) reported on 93 public land grant universities.

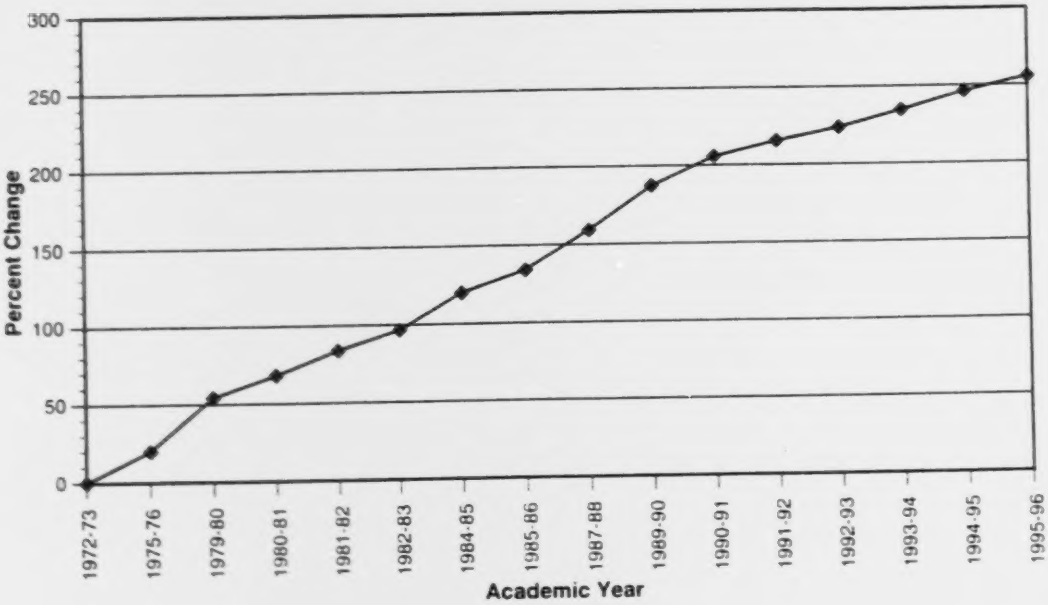
Historical Perspective

Average faculty salaries, uncorrected for inflation, have increased by 255 percent since 1972 (Figure 1), but this increase becomes a 1.5 percent *loss* in purchasing power when corrected for inflation (Figure 2). The average faculty member who made $49,996 in 1972 earns $49,237 today, a loss of $759.

Faculty members in each academic rank lost more purchasing power than the average (Table 1). Promotions and seniority partially offset the effects of inflation. Professors lost $4,809 in purchasing power between 1972 and 1995. Lecturers took the biggest loss in purchasing power closely followed by instructors.

FIGURE 1

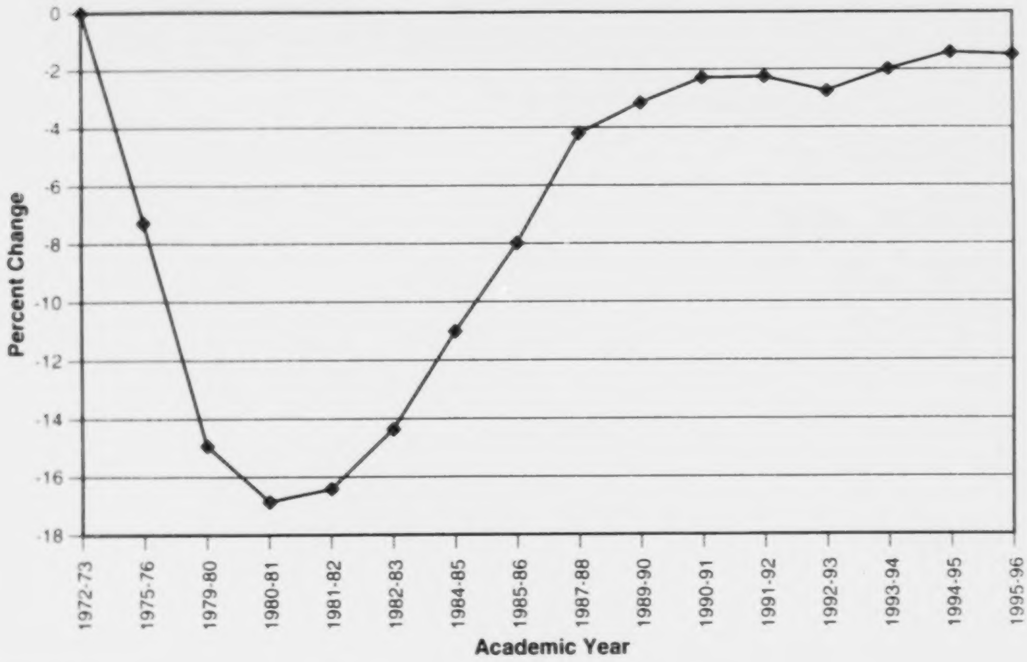
CHANGE IN AVERAGE FACULTY SALARIES IN CURRENT DOLLARS, 1972-1996



SOURCE: National Center for Education Statistics, Salary Surveys, *1972-1973 through 1995-96*

FIGURE 2

CHANGE IN AVERAGE FACULTY SALARIES IN CONSTANT 1995-96 DOLLARS, 1972-1996



SOURCE: National Center for Education Statistics, Salary Surveys, 1972-73 through 1995-96

The salary gap between professors and instructors widened as the average purchasing power of the faculty eroded.

1995-96 RESULTS

The average full-time faculty member received $49,237 in 1995-96, a 3 percent increase over 1994-95, but less than last year's 4.3 percent gain.[2] Salaries barely kept pace with cost-of-living increases in 1995-96.

The increases were not evenly distributed across types and control categories (type refers to level of the highest degree offered; control refers to whether an institution is independent or public). Faculty members in independent institutions had notably smaller increases in 1995-96, but their salary gains exceeded those of faculty members in public institutions by 0.4 percent. University faculty members received larger increases than colleagues at two-year colleges (AA), baccalaureate institutions (BA), and comprehensive colleges (BA+). Faculty members in public comprehensive colleges received the lowest average increases (2.1 percent); faculty in two-year independent colleges—a small proportion—received the largest increases. (Table 2.)

Salary by Academic Rank

Not surprisingly, academic rank and salary were related. Professors earned more than associate professors who in turn earned more than assistant professors. The salary pattern was constant in each institutional type and control category (Table 3).

Professors were the largest single group of faculty members (31 percent), followed by associate professors (25 percent) and assistant professors (23 percent). Faculty members with no rank—most teach in public community colleges—account for 14 percent. The teaching force also includes instructors (5 percent) and lecturers (2 percent) (Table 4).

TABLE 1

AVERAGE SALARIES FOR FULL-TIME FACULTY ON 9/10 MONTH CONTRACTS, BY ACADEMIC YEAR AND RANK 1972-73 THROUGH 1995-96[+] IN CURRENT AND 1995-96 CONSTANT DOLLARS

	All Ranks		Professor		Associate		Assistant		Instructor		Lecturer		No Rank	
Academic Year	Average Salary	Percent Change	Average Salary	Percent Change	Average Salary	Percent Change	Average Salary	Percent Change	Average Salary	Percent Change	Average Salary	Percent Change	Average Salary	Percent Change
Current Dollars														
1972-73	$13,850		$19,182		$14,572		$12,029		$10,737		$11,637		$12,676	
1975-76	16,634	20.1	22,611	17.9	17,026	16.8	13,966	16.1	13,682	27.4	12,887	10.7	15,201	19.9
1979-80	21,367	28.5	28,371	25.5	21,431	25.9	17,459	25.0	14,021	2.5	16,151	25.3	20,479	34.7
1980-81	23,302	9.1	30,753	8.4	23,214	8.3	18,901	8.3	15,178	8.3	17,301	7.1	22,334	9.1
1981-82	25,449	9.2	33,347	8.4	25,278	8.9	20,608	9.0	16,450	8.4	18,765	8.5	24,331	8.9
1982-83	27,196	6.9	35,540	6.6	26,921	6.5	22,056	7.0	17,601	7.0	20,072	7.0	25,557	5.0
1984-85	30,447	12.0	39,743	11.8	29,945	11.2	24,668	11.8	20,230	14.9	22,334	11.3	27,683	8.3
1985-86	32,392	6.4	42,268	6.4	31,787	6.2	26,277	6.5	20,918	3.4	23,770	6.4	29,088	5.1
1987-88	35,901	10.8	47,046	11.3	35,232	10.8	29,109	10.8	22,726	8.6	25,982	9.3	31,534	8.4
1989-90	39,786	10.8	52,681	12.0	39,336	11.6	32,641	12.1	25,153	10.7	29,106	12.0	32,677	3.6
1990-91	42,335	6.4	55,677	5.7	41,534	5.6	34,478	5.6	26,569	5.6	30,388	4.4	36,522	11.8
1991-92	43,703	3.2	57,143	2.6	42,872	3.2	35,632	3.3	26,985	1.6	29,978	-1.3	38,713	6.0
1992-93	44,843	2.6	58,857	3.0	43,987	2.6	36,640	2.8	28,543	5.8	30,675	2.3	37,930	-2.0
1993-94	46,364	3.4	60,649	3.0	45,278	2.9	37,630	2.7	28,828	1.0	32,729	6.7	40,584	7.0
1994-95	47,974	3.5	62,724	3.4	46,765	3.3	38,785	3.1	29,693	3.0	33,326	1.8	41,734	2.8
1995-96	49,237	2.6	64,434	2.7	47,882	2.4	39,619	2.2	30,355	2.2	33,988	2.0	42,528	1.9
Total Change		255.5		235.9		228.6		229.4		182.7		192.1		235.5

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TABLE 1 (CONTINUED)

AVERAGE SALARIES FOR FULL-TIME FACULTY ON 9/10 MONTH CONTRACTS, BY ACADEMIC YEAR AND RANK 1972-73 THROUGH 1995-96*
IN CURRENT AND 1995-96 CONSTANT DOLLARS

	All Ranks		Professor		Associate		Assistant		Instructor		Lecturer		No Rank	
Academic Year	Average Salary	Percent Change	Average Salary	Percent Change	Average Salary	Percent Change	Average Salary	Percent Change	Average Salary	Percent Change	Average Salary	Percent Change	Average Salary	Percent Change
Constant 1995-96 Dollars														
1972-73	49,996		69,243		52,602		43,422		38,759		42,007		45,758	
1975-76	46,305	-7.4	62,944	-9.1	47,397	-9.9	38,878	-10.5	38,088	-1.7	35,875	-14.6	42,316	-7.5
1979-80	42,541	-8.1	56,486	-10.3	42,669	-10.0	34,761	-10.6	27,916	-26.7	32,156	-10.4	40,773	-3.6
1980-81	41,572	-2.3	54,865	-2.9	41,415	-2.9	33,721	-3.0	27,079	-3.0	30,866	-4.0	39,845	-2.3
1981-82	41,784	0.5	54,751	-0.2	41,503	0.2	33,836	0.3	27,009	-0.3	30,810	-0.2	39,948	0.3
1982-83	42,788	2.4	55,916	2.1	42,355	2.1	34,701	2.6	27,692	2.5	31,580	2.5	40,209	0.7
1984-85	44,462	3.9	58,037	3.8	43,729	3.2	36,023	3.8	29,542	6.7	32,614	3.3	40,426	0.5
1985-86	45,998	3.5	60,022	3.4	45,139	3.2	37,314	3.6	29,704	0.5	33,754	3.5	41,306	2.2
1987-88	47,899	4.1	62,769	4.6	47,006	4.1	38,837	4.1	30,321	2.1	34,665	2.7	42,073	1.9
1989-90	48,401	1.0	64,088	2.1	47,854	1.8	39,709	2.2	30,600	0.9	35,408	2.1	39,753	-5.5
1990-91	48,848	0.9	64,243	0.2	47,924	0.1	39,782	0.2	30,657	0.2	35,063	-1.0	42,141	6.0
1991-92	48,855	0.0	63,879	-0.6	47,926	0.0	39,832	0.1	30,166	-1.6	33,512	-4.4	43,276	2.7
1992-93	48,611	-0.5	63,802	-0.1	47,683	-0.5	39,719	-0.3	30,941	2.6	33,252	-0.8	41,117	-5.0
1993-94	48,990	0.8	64,085	0.4	47,843	0.3	39,762	0.1	30,461	-1.6	34,583	4.0	42,883	4.3
1994-95	49,279	0.6	64,430	0.5	48,037	0.4	39,840	0.2	30,501	0.1	34,233	-1.0	42,869	-0.0
1995-96	49,237	-0.1	64,434	0.0	47,882	-0.3	39,619	-0.6	30,355	-0.5	33,988	-0.7	42,528	-0.8
Total Change		-1.5		-6.9		-9.0		-8.8		-21.7		-19.1		-7.1

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* *Based on 100 percent (3,221 institutions) of NEA's faculty salary universe.*

SOURCE: NCES, IPEDS Salary Surveys.

TABLE 2

CHANGE IN FACULTY SALARIES FROM 1994-95 TO 1995-96, FACULTY ON 9/10 MONTH CONTRACTS, BY RANK, INSTITUTIONAL TYPE, AND CONTROL +

		Control		
Offering Level	Rank	Public	Independent	Average of All Faculty
AA	Professor	2.2	1.7	2.2
	Associate	1.3	5.2	1.4
	Assistant	2.2	2.6	2.2
	Instructor	3.2	7.0	3.1
	Lecturer	3.8	.	3.8
	No Rank	3.4	4.4	3.4
	Average	3.0	4.0	2.9
BA	Professor	2.8	2.7	2.7
	Associate	2.6	2.9	2.8
	Assistant	4.8	2.7	3.2
	Instructor	3.7	2.4	2.9
	Lecturer	-0.8	*1.5	-0.3
	No Rank	*-12.7	-8.5	-8.8
	Average	3.5	2.7	2.9
BA+	Professor	2.0	3.1	2.3
	Associate	1.8	3.0	2.2
	Assistant	1.9	2.4	2.0
	Instructor	2.9	3.6	3.1
	Lecturer	-0.1	12.1	1.4
	No Rank	5.1	5.8	5.6
	Average	2.1	3.2	2.4
Doctoral	Professor	3.4	3.4	3.3
	Associate	2.9	3.3	3.0
	Assistant	2.5	3.0	2.7
	Instructor	2.3	2.9	2.3
	Lecturer	4.1	2.5	3.7
	No Rank	3.8	-7.0	-1.8
	Average	3.2	3.6	3.3
Average		2.9	3.3	3.0

+ *Based on 86.8 percent (2,819 institutions) of NEA's faculty salary universe*

* *Indicates less than 100 faculty members*

SOURCE: NCES, IPEDS Salary Surveys, *1994-95 and 1995-96*

Most senior faculty members, and 65 percent of all faculty members had tenure (public, 68 percent; independent, 57 percent). Faculty members in public community colleges were the most likely to have tenure (74 percent); colleagues at independent BA or BA+ colleges were the least likely (55 percent) (Table 5).

Eighty-six percent of full-time faculty members, 378,195, taught on 9/10 month contracts (Table 6). Faculty members with 9/10 month contracts at independent institutions showed the higher salaries (Table 7). Faculty members on year-round (11/12 month) contracts (14 percent) (Table 8) averaged $58,881 last year (public, $59,819; independent, $55,195) (Table 9).

A plurality of faculty members worked in universities (11/12 month contracts, 60 percent; 9/10 month contracts, 45 percent). During the summer, faculty members on 11/12 month contracts may conduct research projects, coach an athletic team, or run a summer institute.

Academic Specialty

Engineers, CUPA data shows, topped the pay schedule in public and independent colleges (Table 10). Library science and nursing were the lowest paid specialties in both sectors. On average, faculty members in sampled four-year independent colleges received $872 less than colleagues in public colleges. There is a greater range between the salaries of the highest and lowest paid specialties in independent colleges (independent, $27,000; public, $20,000).

Market demand helps to explain salary variations by specialty. Average salaries paid by teaching specialty in independent and public institutions usually vary by less than $2,000. This close agreement between the two sectors suggests that larger employment pressures account for the salaries. Only five specialties show salary differentials of at least $5,000. Public college faculty members have the advantage in computer and information sciences, area and ethnic studies, and agriculture business. Independent college faculty members dominate in public health and physical science (engineers are close at $4,600).

Differences in salaries may represent other pressures or institutional priorities. Institutions in the two sectors have different educational missions and may be willing to pay more to attract faculty members who are critical to fulfilling these missions. Salaries may reflect seniority of the faculty. Programs with recent growth may have lower average salaries than older programs with more senior faculty

TABLE 3

AVERAGE SALARIES AND PERCENT OF AVERAGE, FACULTY ON 9/10 MONTH CONTRACTS, BY RANK AND INSTITUTIONAL CONTROL, 1995-96 +

	Control					
	Public		Independent		Average	
Rank	Average Salary	Percent of Average	Average Salary	Percent of Average	Average Salary	Percent of Average
Professor	$60,768	123.4	$65,158	132.3	$62,164	126.3
Associate	47,077	95.6	47,641	96.8	47,196	95.9
Assistant	39,560	80.3	39,490	80.2	39,492	80.2
Instructor	30,302	61.5	30,758	62.5	30,300	61.5
Lecturer	34,053	69.2	33,976	69.0	34,124	69.3
No Rank	38,354	77.9	35,460	72.0	37,503	76.2
Average	48,672	98.9	50,675	102.9	49,237	100.0

+ *Based on 100 percent of NEA's faculty salary universe.*

SOURCE: NCES, IPEDS Salary Survey, *1995-96*

TABLE 4

NUMBER AND PERCENT OF FACULTY ON 9/10 MONTHS CONTRACTS, BY RANK AND INSTITUTIONAL CONTROL, 1995-96 +

	Control					
	Public		Independent		Total	
Rank	Number	Percent	Number	Percent	Number	Percent
Professor	81,089	21.4	36,651	9.7	117,740	31.1
Associate	62,377	16.5	30,640	8.1	93,017	24.6
Assistant	57,125	15.1	30,329	8.0	87,454	23.1
Instructor	14,869	3.9	5,324	1.4	20,193	5.3
Lecturer	6,062	1.6	1,796	0.5	7,858	2.1
No Rank	48,662	12.9	3,271	0.9	51,933	13.7
Total	270,184	71.4	108,011	28.6	378,195	100.0

+ *Based on 100 percent of NEA's faculty salary universe.*

Source: NCES, IPEDS Salary Survey, *1995-96*

members. CUPA statistics do not suggest an explanation for these differences.

Land-Grant Universities

The 90 land-grant universities employed the highest paid faculty members in the public sector (average salary-$57,836) (Table 11). Law and legal studies departments continued to lead the list at $89,022, up over $4,000 since last year. The least well paid faculty members in land-grant universities taught transportation and material moving ($45,072, about a $700

TABLE 5

PERCENT OF FACULTY TENURED ON 9/10 AND 11/12 MONTH CONTRACTS, BY INSTITUTIONAL TYPE AND CONTROL, 1995-96 +

	Control		
Offering Level	Public	Independent	Average of All Faculty
AA	74.1	63.0	73.9
BA	60.9	55.4	56.9
BA+	65.5	54.5	61.5
Doctoral	66.3	59.8	64.5
Average	67.8	57.4	64.8

+ *Based on 66.37 percent (2,155 institutions) of the NEA salary universe reporting tenure information.*

SOURCE: *NCES,* IPEDS Salary Survey, *1995-96*

TABLE 6

NUMBER OF FACULTY ON 9/10 MONTH CONTRACTS BY RANK, INSTITUTIONAL TYPE, AND CONTROL, 1995-96 +

		Control		
Offering Level	Rank	Public	Independent	Total
AA	Professor	10,717	176	10,893
	Associate	7,954	203	8,157
	Assistant	8,079	324	8,403
	Instructor	5,284	224	5,508
	Lecturer	388	2	390
	No Rank	47,504	933	48,437
	Total	79,926	1,862	81,788
BA	Professor	1,870	6,356	8,226
	Associate	1,956	6,084	8,040
	Assistant	2,129	6,937	9,066
	Instructor	764	1,552	2,316
	Lecturer	236	102	338
	No Rank	34	680	714
	Total	6,989	21,711	28,700
BA+	Professor	21,776	10,490	32,266
	Associate	16,277	10,754	27,031
	Assistant	16,574	11,195	27,769
	Instructor	3,403	2,092	5,495
	Lecturer	1,651	382	2,033
	No Rank	486	1,111	1,597
	Total	60,167	36,024	96,191
Doctoral	Professor	46,726	19,629	66,355
	Associate	36,190	13,599	49,789
	Assistant	30,343	11,873	42,216
	Instructor	5,418	1,456	6,874
	Lecturer	3,787	1,310	5,097
	No Rank	638	547	1,185
	Total	123,102	48,414	171,516
Total		270,184	108,011	378,195

+ *Based on 100 percent of NEA's faculty salary universe*

SOURCE: *NCES,* IPEDS Salary Survey, *1995-96*

increase since last year). This year's increases ranged from 5 percent for the best paid specialty to 1.7 percent for the lowest paid field. Salary inequities among faculty members with different academic specialties grew in land-grant institutions.

Salary Differences by Gender

Women faculty members received just under $43,000 in 1995-96. They earned less than men in every type of institution, at every academic rank (except for some unranked categories), and in both sectors ($9,000 differential in public institutions; $11,500 in independent institutions) (Table 12). This salary gap has increased since last year's report.

Female faculty salaries suffered because women were more likely to teach in two-year colleges (47 percent women) with the lowest average salaries; conversely, women were less likely to teach at universities (29 percent), with their higher salaries (Table 13). In all institutions, women had the smaller share of professorial appointments and the higher share of instructor and lecturer assignments—the least well paid ranks.

Salary by Institutional Characteristics

Faculty members in independent colleges and universities earned more than their colleagues in public institutions. But salaries at independent universities explained the entire advantage. Faculty members in public institutions received higher salaries everywhere else. Salaries of faculty members in independent institutions showed the greater variance: a

TABLE 7

AVERAGE SALARIES FOR FACULTY ON 9/10 MONTH CONTRACTS, BY RANK, INSTITUTIONAL TYPE, AND CONTROL, 1995-96 +

Offering Level	Rank	Control Public	 Independent	 Average of All Faculty
AA	Professor	$51,796	$38,538	$51,618
	Associate	43,462	32,856	43,246
	Assistant	37,261	30,307	37,017
	Instructor	31,866	23,910	31,587
	Lecturer	35,749	--	35,749
	No Rank	43,193	32,603	42,994
	Average	43,013	31,793	42,779
BA	Professor	54,457	53,210	53,495
	Associate	44,185	41,214	41,943
	Assistant	37,950	34,442	35,271
	Instructor	33,174	28,081	29,939
	Lecturer	34,206	33,984	34,148
	No Rank	*34,199	28,766	29,009
	Average	43,532	41,348	41,885
BA+	Professor	58,796	53,754	57,176
	Associate	46,954	43,362	45,534
	Assistant	38,597	35,639	37,410
	Instructor	29,478	28,568	29,163
	Lecturer	31,897	29,692	31,539
	No Rank	39,383	38,889	39,038
	Average	47,543	42,995	45,862
Doctoral	Professor	67,862	79,581	71,325
	Associate	49,629	54,061	50,835
	Assistant	41,601	44,805	42,499
	Instructor	29,536	33,753	30,378
	Lecturer	33,999	37,102	34,786
	No Rank	34,960	35,947	35,418
	Average	53,154	60,974	55,352
Average		48,672	50,675	49,237

+ *Based on 100 percent of NEA's faculty salary universe*

* *Indicates less than 100 faculty*

SOURCE: NCES, IPEDS Salary Survey, *1995-96*

TABLE 8

NUMBER OF FACULTY ON 11/12 MONTH CONTRACTS, BY RANK, INSTITUTIONAL TYPE, AND CONTROL, 1995-96 +

Offering Level	Rank	Control Public	 Independent	 Total
AA	Professor	761	37	798
	Associate	628	93	721
	Assistant	692	144	836
	Instructor	811	134	945
	Lecturer	60	6	66
	No Rank	10,095	524	10,619
	Total	13,047	938	13,985
BA	Professor	158	525	683
	Associate	148	502	650
	Assistant	240	458	698
	Instructor	278	248	526
	Lecturer	45	60	105
	No Rank	10	303	313
	Total	879	2,096	2,975
BA+	Professor	1,549	1,262	2,811
	Associate	712	1,098	1,810
	Assistant	540	1,278	1,818
	Instructor	234	459	693
	Lecturer	106	29	135
	No Rank	272	572	844
	Total	3,413	4,698	8,111
Doctoral	Professor	11,355	3,110	14,465
	Associate	7,533	2,413	9,946
	Assistant	5,627	3,238	8,865
	Instructor	1,773	688	2,461
	Lecturer	669	175	844
	No Rank	583	522	1,105
	Total	27,540	10,146	37,686
Total		44,879	17,878	62,757

+ *Based on 100 percent of NEA's faculty salary universe*

SOURCE: NCES, IPEDS Salary Survey, *1995-96*

$29,000 difference between the average faculty member in a two-year college ($31,793) and in a university ($60,974) in this sector; a $10,000 difference between community colleges and universities in the public sector (Table 7).

Most faculty members, 71 percent, on 9/10 month contracts taught in public institutions (universities, 33 percent; community colleges,

TABLE 9

AVERAGE SALARIES FOR FACULTY ON 11/12 MONTH CONTRACTS, BY RANK, INSTITUTIONAL TYPE, AND CONTROL, 1995-96 [+]

		Control		
Offering Level	Rank	Public	Independent	Average of All Faculty
AA	Professor	$55,134	$43,373	$54,652
	Associate	51,097	35,886	49,398
	Assistant	43,877	38,017	42,814
	Instructor	39,124	27,381	37,472
	Lecturer	*35,671	– –	32,274
	No Rank	41,142	33,450	40,782
	Average	42,222	33,616	41,691
BA	Professor	57,164	47,803	49,478
	Associate	47,187	42,391	42,936
	Assistant	38,858	37,113	37,322
	Instructor	39,167	33,407	33,986
	Lecturer	*35,147	*39,179	38,032
	No Rank	*62,970	32,962	33,649
	Average	47,158	39,902	40,838
BA+	Professor	68,000	49,523	60,108
	Associate	55,274	46,817	50,094
	Assistant	42,494	37,486	38,766
	Instructor	34,815	35,103	35,029
	Lecturer	35,459	*30,242	34,741
	No Rank	48,482	33,197	38,144
	Average	57,978	41,943	48,600
Doctoral	Professor	84,869	86,707	85,256
	Associate	63,510	62,434	63,256
	Assistant	53,235	53,265	53,246
	Instructor	40,968	48,297	43,001
	Lecturer	43,353	38,787	42,435
	No Rank	41,923	47,400	44,527
	Average	68,089	64,924	67,252
Average		59,819	55,195	58,544

[+] *Based on 100 percent of NEA's faculty salary universe.*

* *Indicates less than 100 faculty members.*

SOURCE: NCES, IPEDS Salary Survey, *1995-96.*

21 percent; comprehensive colleges, 16 percent). Less than 1 percent of all faculty members taught in public four-year institutions that do not offer a masters degree. Independent universities—the largest employers among independent institutions—accounted for 13 percent of 9/10 month contract faculty. Independent liberal arts and comprehensive colleges together employed about 16 percent, while independent two-year institutions accounted for only half a percent.

Collective Bargaining

The average faculty salary at public colleges with collective bargaining agreements was $6,262 higher than institutions without an agreement (Table 14). The advantage was consistent across academic fields, but ranged from $1,843 in engineering to $14,086 in social science and history departments.

The income advantage accruing to faculty teaching in collective bargaining colleges dropped this year. The difference was $9,461 in 1992-93, $9,354 in 1993-94, and $8,301 in 1994-95. NEA will track this difference to find out if this is a short-term variation or the start of a trend.[3]

States and Faculty Salaries

The average salary paid to public college faculty members exceeded $50,000 in 11 states (Table 15). New Jersey, the perennial leader, was the only state with an average salary over $60,000. Four states had average salaries below $40,000, down from 10 in 1994-95. The two Dakotas competed for the lowest salaries in the nation. South Dakota gained this distinction in 1995-96 by paying its community college teachers less than $25,000. North Carolina showed the biggest salary gap between faculty members in four-year and two-year institutions ($18,115).

States with 6 percent salary gains included Montana (6.8 percent), Florida, fueled by a big increase for community college faculty members, Mississippi, and Connecticut (Table 16). Hawaii was the biggest loser with Alabama, Rhode Island, North Dakota, and Massachusetts close behind. Last year, New Jersey's 7.9 percent average salary increase led the nation; this year the state was near the bottom of the list.

In most states, faculty members who taught in public four-year colleges or universities earned more than colleagues at independent institutions (Table 17). The nine exceptions were: Rhode Island, Massachusetts, Maryland, Illinois, New Hampshire, Texas,

TABLE 10

AVERAGE FACULTY SALARIES FOR FOUR-YEAR COLLEGE AND UNIVERSITY FACULTY BY DISCIPLINE,* 1995-96

	Public Institutions	Independent Institutions
Engineering	$60,640	$65,244
Business Management and Administrative Services	58,370	55,486
Economics	56,587	57,446
Computer and Information Sciences	55,220	49,098
Area, Ethnic, and Cultural Studies	51,934	46,723
Agricultural Business and Productions	50,807	43,186
Physical Sciences	50,148	57,320
Architecture and Related Programs	50,132	49,218
Anthropology	49,524	52,357
Biological/Life Sciences	49,451	46,894
Psychology	48,939	46,765
Public Health	48,888	57,091
Philosophy and Religion	48,848	45,626
Political Science and Government	48,597	49,846
ALL FIELDS	48,532	47,660
History	48,263	48,577
Geography	48,166	50,682
Mathematics	47,860	47,531
Sociology	46,813	46,358
Engineering Related Technologies	46,802	49,822
Communications Technologies	46,329	43,861
Social Sciences and History, General	46,047	47,783
Public Administration and Services	45,174	41,149
Education	44,867	42,246
Speech Pathology and Audiology	44,247	43,725
Protective Services	43,886	39,702
Home Economics	43,498	39,190
Foreign Languages and Literatures	43,277	44,654
Parks, Recreation, Leisure and Fitness Studies	43,266	38,531
Communications	43,181	40,592
English Language and Literature	42,983	44,421
Visual and Performing Arts	42,833	42,156
Multi/Interdisciplinary Studies	42,667	42,020
Occupational Therapy	41,927	43,340
Nursing	41,068	38,374
Library Science	40,718	38,289
Theological Studies/Religious Vocations	--	42,615

** Sorted by salaries in public institutions*

SOURCE: College and University Personnel Association, National Faculty Salary Survey by Discipline and Rank in Private Four-Year Colleges and Universities, 1995-96, *and* National Faculty Salary Survey by Discipline and Rank in Public Four-Year Colleges and Universities, 1995-96

TABLE 11

AVERAGE FACULTY SALARIES FOR LAND GRANT UNIVERSITIES BY DISCIPLINE, 1995-96

Discipline	Average Salary
Law and Legal Studies	$89,022
Business Management	71,471
Engineering	67,703
Health Professions and Related Studies	65,528
Computer and Information Sciences	64,776
Physical Sciences	61,687
All	57,836
Biological Science	57,406
Mathematics	57,352
Psychology	56,159
Conservation	56,094
Agriculture Business and Production	56,032
Social Science and History	55,398
Public Administration	52,795
Architecture	52,306
Agricultural Science	52,275
Protective Service	51,192
Area, Ethnic, and Cultural Studies	50,932
Philosophy and Religion	50,712
Engineering Related Technologies	49,372
Library Science	49,266
Multi/Interdisciplinary Studies	49,262
Education	49,169
Home Economics	48,786
Communications	48,181
English Language/Literature	48,171
Foreign Languages	47,003
Liberal Arts	46,891
Visual and Performing Arts	46,049
Parks, Recreation and Leisure	45,997
Transportation and Materials Moving	45,072

SOURCE: Office of Institutional Research, Oklahoma State University, 1995-96 Faculty Salary Survey by Discipline

Utah, Maine, and Louisiana.

The average change in salary by state is only calculated for institutions that reported in 1994-95 and 1995-96. Changes represent a combination of all factors that influenced the average salary, not just cost-of-living changes or raises granted by the state.

SUMMARY

There was considerable variation around the $49,237 and $58,544 average annual salaries for faculty members on 9/10 month and 11/12 month contracts, respectively. Catch-up salary increases marked the 1980s, but salaries stagnated in this decade, with raises averaging only $389 annually since 1990, controlling for inflation. Since 1990, most raises were step and annual seniority increments. Except for professors, the purchasing power of faculty members decreased between 1990 and 1995.

NOTES

[1] National Center for Education Statistics, 1994.

[2] Lee, 1996.

[3] See Lee, 1994, 11; 1995, 15, and 1996, 14.

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TABLE 12

AVERAGE SALARIES FOR MEN AND WOMEN ON 9/10 MONTH CONTRACTS, BY RANK, INSTITUTIONAL TYPE, AND CONTROL, 1995-96 [+]

		Control			
		Public		Independent	
Offering Level	Rank	Women	Men	Women	Men
AA	Professor	$49,041	$53,388	*$38,209	*$38,801
	Associate	42,116	44,611	*31,887	*34,210
	Assistant	36,352	38,297	30,210	*30,516
	Instructor	31,505	32,340	23,360	*24,848
	Lecturer	36,127	35,279	– –	– –
	No Rank	41,362	44,771	29,875	34,493
	Average	40,866	44,871	29,917	33,669
BA	Professor	53,381	54,709	52,465	53,356
	Associate	42,630	44,873	40,382	41,683
	Assistant	36,792	38,745	34,362	34,515
	Instructor	31,680	34,267	28,145	27,985
	Lecturer	33,181	*35,413	*33,351	*37,721
	No Rank	*33,040	*35,524	28,836	28,706
	Average	40,053	45,218	37,674	43,419
BA+	Professor	57,517	59,123	50,805	54,540
	Associate	46,165	47,371	41,773	44,299
	Assistant	38,031	39,105	34,996	36,280
	Instructor	29,082	30,157	28,480	28,734
	Lecturer	30,594	33,690	27,127	34,628
	No Rank	36,981	41,054	36,460	40,417
	Average	43,106	49,946	38,939	45,493
Doctoral	Professor	62,200	68,766	72,677	80,762
	Associate	47,357	50,543	51,821	55,023
	Assistant	39,921	42,916	42,686	46,337
	Instructor	29,106	30,280	33,828	33,635
	Lecturer	32,540	35,895	34,591	39,956
	No Rank	31,493	38,737	35,592	36,140
	Average	44,528	56,719	50,719	65,005
Average	Professor	42,710	51,981	42,984	54,531

[+] *Based on 100 percent of NEA's faculty salary universe*

* *Indicates less than 100 faculty members.*

SOURCE: NCES, IPEDS Salary Survey, *1995-96.*

TABLE 13

WOMEN FACULTY AS A PERCENT OF TOTAL FACULTY ON 9/10 MONTH CONTRACTS, BY RANK, INSTITUTIONAL TYPE, AND CONTROL, 1995-96 +

Offering Level	Rank	Control Public	Control Independent	Average of All Faculty
AA	Professor	37.0	46.0	37.1
	Associate	46.2	58.6	46.5
	Assistant	53.1	65.7	53.6
	Instructor	56.3	62.1	56.5
	Lecturer	55.4	100.0	55.6
	No Rank	46.3	41.6	46.2
	Average	46.4	50.6	46.5
BA	Professor	20.1	18.6	19.0
	Associate	31.6	36.8	35.6
	Assistant	41.3	48.0	46.4
	Instructor	42.9	57.2	52.5
	Lecturer	54.2	*69.6	58.9
	No Rank	*47.1	46.9	46.9
	Average	33.6	37.0	36.2
BA+	Professor	20.5	22.0	21.0
	Associate	34.6	37.4	35.7
	Assistant	47.3	49.9	48.3
	Instructor	62.2	62.1	62.2
	Lecturer	57.5	61.3	58.2
	No Rank	42.0	38.9	39.8
	Average	35.2	38.5	36.5
Doctoral	Professor	13.8	14.8	14.1
	Associate	28.7	30.2	29.1
	Assistant	43.9	42.0	43.4
	Instructor	63.1	60.2	62.5
	Lecturer	56.3	52.9	55.4
	No Rank	52.7	36.4	45.1
	Average	29.3	28.4	29.0
Average		35.8	33.9	35.3

+ Based on 100 percent of NEA's faculty salary universe.

** Indicates less than 100 faculty members.*

SOURCE: NCES, IPEDS Salary Survey, *1995-96.*

TABLE 14

AVERAGE FACULTY SALARIES FOR FOUR-YEAR PUBLIC COLLEGE AND UNIVERSITY FACULTY, BY DISCIPLINE AND BARGAINING STATUS,* 1995-96

	Non-Collective Bargaining	Collective Bargaining
Engineering	$60,127	$61,970
Business Management and Administrative Services	59,345	55,788
Economics	55,597	58,180
Computer and Information Sciences	53,326	58,732
Agricultural Business and Productions	50,166	52,982
Physical Sciences	49,343	51,942
Architecture and Related Programs	47,723	55,467
Area, Ethnic, and Cultural Studies	47,475	54,816
Biological/Life Sciences	47,288	54,202
ALL FIELDS	46,534	52,796
Anthropology	46,175	52,912
Psychology	46,172	54,038
Political Science and Government	45,998	53,609
History	45,755	53,304
Engineering Related Technologies	45,329	51,344
Philosophy and Religion	45,252	53,848
Geography	44,927	53,092
Mathematics	44,717	55,073
Sociology	44,449	51,292
Education	43,948	47,285
Public Health	43,102	55,017
Protective Services	42,172	48,026
Speech Pathology and Audiology	42,164	48,270
Home Economics	42,158	47,545
Public Administration and Services	41,920	50,357
Social Sciences and History, General	41,725	55,811
Communications Technologies	41,416	54,430
Visual and Performing Arts	41,150	47,466
Parks, Recreation, Leisure and Fitness Studies	40,945	47,974
Communications	40,809	47,848
Foreign Languages and Literatures	40,681	48,389
Multi/Interdisciplinary Studies	40,224	52,365
Occupational Therapy	40,217	46,258
English Language and Literature	40,010	49,083
Nursing	39,682	45,353
Library Science	36,651	45,296

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* *Sorted by salaries in non-collective bargaining institutions.*

SOURCE: College and University Personnel Association, National Faculty Salary Survey by Discipline and Rank in Public Four-Year Colleges and Universities, 1995-96.

TABLE 15

STATE RANKINGS OF AVERAGE SALARIES FOR FACULTY ON 9/10 MONTH CONTRACTS IN PUBLIC INSTITUTIONS, 1995-96[+]

	Offering Level				Offering Level		
State	4 Year	2 Year	Average of All Faculty	State	4 Year	2 Year	Average of All Faculty
NJ	$64,593	$52,434	$60,898	NC	$48,784	$30,669	$46,401
CT	61,690	51,376	59,178	TN	48,141	34,703	44,985
CA	60,663	52,748	57,386	NE	48,046	32,662	45,034
NY	58,269	51,064	55,694	GA	47,359	36,078	45,402
DE	57,737	42,950	55,412	WY	47,241	32,726	40,019
PA	56,968	48,462	55,643	MO	47,165	39,498	45,474
HI	56,538	44,195	51,970	TX	47,028	39,334	44,312
IA	55,958	35,749	49,711	SC	46,703	31,497	41,846
MI	55,474	52,965	54,908	NM	46,647	31,077	42,861
RI	53,553	41,629	50,616	KS	46,489	35,752	43,420
OH	53,169	40,661	50,415	KY	46,300	33,107	43,435
AZ	52,823	48,231	51,263	UT	45,941	35,149	43,823
MA	52,634	40,083	48,861	OR	45,899	41,643	44,008
MN	52,351	41,969	48,303	VT	45,136	*	45,136
MD	52,039	45,024	49,662	ME	44,179	33,378	41,969
NV	52,015	43,284	49,337	AL	43,606	36,364	41,463
VA	51,711	38,252	48,523	ID	43,488	36,646	42,640
WI	51,338	47,070	49,630	MS	43,380	35,808	40,009
WA	51,274	38,810	45,754	OK	43,030	34,671	41,210
US	51,220	43,337	48,906	WV	41,412	32,108	40,793
FL	50,515	39,616	45,634	AR	41,321	31,142	39,423
CO	50,304	35,654	47,775	MT	41,259	31,760	40,203
IL	49,994	48,820	49,547	LA	39,938	31,749	39,058
NH	49,837	35,773	47,339	ND	37,361	31,422	36,262
AK	49,605	*	49,605	SD	37,328	24,834	37,190
IN	49,202	34,662	47,024	DC	*	**	*

[+] Based on 89.10 percent (1,447) of the public institution universe (1,623 institutions)

** Indicates no responding institutions in this category*

*** Indicates no institutions in this category*

SOURCE: NCES, IPEDS Salary Survey, 1995-96

TABLE 16

STATE RANKINGS OF PERCENT CHANGE IN AVERAGE FACULTY SALARIES, FACULTY ON 9/10 MONTH CONTRACTS IN PUBLIC INSTITUTIONS, 1994-95 TO 1995-96

	Offering Level				Offering Level		
State	4 Year	2 Year	Average of All Faculty	State	4 Year	2 Year	Average of All Faculty
MT	6.9	6.2	6.8	OK	3.2	2.3	3.0
NV	6.2	3.4	5.5	KY	3.1	**	3.1
DE	5.6	2.6	5.1	AR	3.1	3.7	3.2
GA	5.6	6.5	5.7	MI	3.8	2.0	3.0
MS	5.5	7.0	6.0	**US**	2.9	3.0	2.9
CT	5.4	9.9	6.5	SD	2.6	-9.7	2.5
WV	5.3	4.6	5.2	TX	2.6	1.8	2.3
MD	5.2	1.4	3.9	OR	2.6	4.8	3.6
IA	5.1	2.9	4.5	OH	2.5	2.3	2.5
ID	5.0	3.7	4.8	LA	2.3	4.7	2.6
WA	4.4	3.7	4.1	CO	2.3	7.0	3.1
IN	4.3	3.0	4.1	NC	1.9	0.4	1.7
MO	4.2	3.3	4.0	WY	1.8	3.7	2.7
SC	4.1	3.9	4.0	AZ	1.8	9.8	4.6
ME	4.0	2.8	3.8	NY	1.6	1.2	1.5
CA	4.0	4.6	4.2	TN	1.1	0.0	0.8
FL	3.9	8.6	6.2	NH	0.3	1.8	0.6
VT	3.8	*	3.8	WI	0.2	3.4	1.5
VA	3.7	3.7	3.7	AK	0.1	*	0.1
PA	3.7	3.0	3.6	AL	-0.1	-2.6	-0.9
NE	3.5	1.2	3.1	NJ	-0.1	3.6	1.1
IL	3.5	3.0	3.3	MA	-0.1	-0.4	-0.2
UT	3.3	7.0	4.1	RI	-1.0	-0.6	-0.9
KS	3.2	0.7	2.5	ND	-1.2	0.9	-0.6
MN	3.2	-0.5	2.1	HI	-1.7	-0.5	-1.2
NM	3.2	0.5	2.3	DC	*	**	*

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* *Based on 86.08 percent (1,398 institutions) of the public institutions reporting comparable data in both years.*

* *Indicates no responding institutions.*

** *Indicates no institutions in this category.*

SOURCE: *NCES,* IPEDS Salary Survey, *1994-95 and 1995-96.*

TABLE 17

SALARY COMPARISON OF FULL-TIME FACULTY ON 9/10 MONTH CONTRACTS IN PUBLIC 4-YEAR AND INDEPENDENT INSTITUTIONS, 1995-96 +

State	Public 4-Year	Independent
NJ	$64,593	$59,739
CT	61,690	60,341
CA	60,663	60,507
NY	58,269	56,679
DE	57,737	53,750
PA	59,968	52,509
HI	56,538	46,823
IA	55,958	40,470
MI	55,474	42,005
RI	53,553	54,333
OH	53,169	45,656
AZ	52,823	40,070
MA	52,634	61,311
MN	52,351	43,559
MD	52,039	53,353
NV	52,015	28,629
VA	51,711	44,408
WI	51,338	43,044
WA	51,274	45,717
US	51,220	50,675
FL	50,515	46,579
CO	50,304	48,949
IL	49,994	54,070
NH	49,837	51,409
AK	49,605	35,206
IN	49,202	48,845
NC	$48,784	$39,606
TN	48,141	44,168
NE	48,046	39,909
GA	47,359	45,891
WY	47,241	*
MO	47,165	44,720
TX	47,028	48,994
SC	46,703	36,872
NM	46,647	39,415
KS	46,489	30,747
KY	46,300	36,483
UT	45,941	49,458
OR	45,899	45,639
VT	45,136	41,421
ME	44,179	47,490
AL	43,606	35,848
ID	43,488	41,358
MS	43,380	34,642
OK	43,030	40,156
WV	41,412	35,149
AR	41,321	36,712
MT	41,259	30,972
LA	39,938	48,487
ND	37,361	29,712
SD	37,328	33,374
DC	*	58,020

+ *Based on 77.72 percent (2,526) of the NEA salary universe.*

* *Indicates no responding institutions in this category.*

SOURCE: NCES, IPEDS Salary Survey, *1995-96.*

Faculty Workload and Productivity: Ethnic and Gender Disparities

by Henry L. Allen

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The ongoing debate over affirmative action reflects intense feelings about the presence and productivity of women and minority faculty in higher education.[1] Supporters of affirmative action, seeing campuses dominated by white males, lobby for diversification. Opponents of "quotas" may ask if the newcomers can "measure up" to traditional measures of merit and professional competence, or may question their ideological predilections.[2] Accusations of reverse discrimination accompany increased competition for scarce jobs.

Affirmative action was neither designed to deal with the structural impediments to academic productivity, nor to overcome informal resistance to minority faculty. The policy has not neutralized the power of incumbents—traditional hierarchies and sponsorship patterns remained intact. Affirmative action has not ended organizational inertia or eliminated qualitative differences in the academic and professional backgrounds of minority faculty. The policy, based on an unstable confluence of civic activism, moral persuasion, legal compliance, and political support, has remained at the mercy of powerful gatekeepers.[3]

Affirmative action has often produced more rhetoric than reality. Studies, including the survey discussed here, report continued disparities in the professional experiences and accomplishments of faculty, by gender and ethnicity.[4] Males, these studies show, are more likely to be tenured, to hold higher academic rank, to publish more frequently, and to spend more time on research. Minorities are disproportionately located in teaching institutions and concentrated in certain disciplines.[5]

Given the shortcomings of affirmative action policies and the maldistribution of minority and women faculty members, differences in workload and productivity between groups of faculty members come as no surprise. But the source of the disparities remains unclear.[6] A satisfactory discussion of workload and productivity requires a *theory* of the structure and dynamics of academic organizations—their components, processes, and systemic interrelationships. Productivity does not occur in a social or organizational vacuum; it is affected by interpersonal ties, authority relations, and cultural and ideological factors.[7] Nor is productivity uniform or unidimensional across academic disciplines or organizations. Similar initial conditions and organizational processes may generate different outcomes.[8] Conversely, divergent social structures and processes may generate identical results.[9] Faculty workload and productivity are thus a function of organizational context.[10]

Universities are also information-processing organizations that create, legitimate, and disseminate expertise among constituencies with differing goals and expectations.[11] The need for faculty members to research and publish for a differentiated external market also affects workload and productivity.[12]

Unfortunately, most studies determine productivity differences between groups by aggregating the traits of individual faculty members. These studies fail to control for extraneous effects. Few surveys provide evidence of the cohesive, sustained, and recurrent patterns of interaction implied in the study of a group, or exhibit an understanding of the patterns of group formation and function in different types of organizations.[13] Majority and minority relations are also implicated, since it is unlikely that the intangible aspects of these relations would be the same.[14]

Surveys of individuals thus may not explain the behavior of social groups. Nor may survey research be the best method for measuring productivity differences *between* individuals or groups.[15] Using surveys with inadequate theoretical substance to compare groups by race and gender may lead to attributional errors and to conceptual flaws.[16] The conceptual schemata must correspond to the methodological techniques utilized, and the studied phenomena must correspond to the numerical system used to measure them.[17] Even if surveys avoid these pitfalls, statisticians must offer more sophisticated analyses of their findings.[18] Surveys, in short, may distract us from formulating theories of behavior in academic organizations that may explain, not just note, differences in productivity.[19]

What differences exist in the work experiences of majority and minority faculty? Acknowledging the theoretical limitations, we evaluate the concepts of workload and productivity, and then examine measures of these concepts by ethnicity used in the National Study of Postsecondary Faculty (NSOPF-93).[20] We then discuss the implications of our findings, and key theoretical and methodological issues.

CONCEPTUAL AND MEASUREMENT ISSUES

The neglect of conceptual and measurement issues in the workload and productivity debate results in invalid policies. Few discussants sufficiently clarify their theoretical presuppositions about motivations, behavior, and processes to permit cumulative research. Reductionism reigns; micro-level and macro-level concerns are confounded, and ecological forces that interact with academic careers go unmeasured.[21] Surveys measure the personal and professional traits of professors, but ignore qualitative differences in complex organizations and across academic careers, not to mention familial, kinship, school, political, and economic networks.[22]

The population dynamics, occupational structures, and market phenomena of the larger social system affect universities. In turn, cultural, professional, and organizational norms affect the careers of faculty members.[23] Understanding the structure and dynamics of career patterns requires *scientific* knowledge of the operation of academic institutions and their components.[24] A more loosely coupled educational organization, for example, may reduce workload and productivity—net individual aspirations, motivation, and capabilities.[25] The faculty recruitment process is prone to error. No optimizer matches the predilections of a potential faculty member to institutional norms, and the potential for mismatches increases as organizations change their mission and reward structures.[26]

The field of higher education needs theories of its domain—extant literature neglects multivariate, multidimensional, and longitudinal complications, and ignores the potential of mathematical modeling for delineating the interactions between external constituencies and internal bureaucracies and academic communities.[27] We cannot formulate and test theories without uniform organizing concepts, definitions, and methodological assumptions.[28] An inability to compare studies stifles attempts to accumulate knowledge about the parameters and structural differentiation of academic work. Once scholars conceptualize academic work structures and social processes—including hierarchical models of social organization, invisible colleges, professions, academic disciplines or societies, and the academic marketplace—they may measure the impact of organizations and associated technologies of learning.[29] Current measures of workload and productivity—even if convenient for administrative purposes—probably understate both concepts.

Workload is a composite of all professional tasks—intra- and inter-organizational—performed by faculty: teaching or instructional activities, class preparation, research, administration, and public service. The bureaucratic and collegial structure of departments, divisions or schools, and administrative jurisdictions influence faculty workload: the size of the institution, the social composition of its student body, the distribution of rank, the mean size of departments, the distribution of academic majors, the distribution of instructional resources, the internal pecking order, and the nature of the subject matter. So may the array of academic disciplines—departmental-level "communities of practice"—where formal and informal links among faculty, students, and others are stochastic.[30]

It is difficult to decompose the effects of these factors without crude simplifications. Yet such mismeasurement routinely confounds empirical research. To correct this practice, theories must drive data collection—not vice versa. Studies of productivity must control for the effects of prestige and experience, as well as for institutions and disciplines, though prestige may be less important than the structural location or centrality of actors within social networks.[31]

How do social conditions affect the duties and expectations associated with each domain of faculty work? Professors mediate the theoretical, methodological, and empirical questions in their fields. They peruse the latest journals and texts, decide what to teach and how to teach it, and assess student learning. When choosing among instructional methods—lectures, discussions, presentations, experiments, modules—they must match the subject matter to student needs. But faculty rarely control the assignment of students to their classes and possess little diagnostic information on differences in classroom composition and student background characteristics, including prior learning history, intellectual interests, experiences, capacities, learning styles, reading and writing abilities, and logical aptitudes or competencies. They do not mechanistically match pedagogical strategies, communication techniques, and learning styles. Professors have little formal control over their students' lives; they cannot demand compliance, effort, or time management. Students may disregard attendance, stifle class participation, and refuse intellectual engagement. Despite these constraints, faculty are expected to motivate students and to act as academic role models. Teaching evaluations help to hold them accountable for learning outcomes—a tall order.

Determining the optimal level of work for class preparation, research, or service activities is even more problematic. This intangible nexus between the domains of faculty work is where qualitative and quantitative features merge. The faculty role involves many domains and affects many actors across many organizational levels. Faculty workload is a robust phenomenon, but it is traditionally measured by the length of the workweek or by distribution of faculty time. Disentangling the organizational linkages between faculty members, their departments, and queues of departments and institutions requires mastery of organizational theory.[32] Instructional workload, for example, must be disaggregated into its heuristic, diagnostic, preparatory, design (curriculum), pedagogical, supervisory (assessment), and innovative components. The same must be done for research workload, administrative workload, and public service workload before they are combined or weighted. Workload studies should specify symmetries and feedback loops across actors, organizational units, and levels before comparing measures.

Defining workload within a theory of academic organizations will permit progress in assessing *productivity*. Productivity is a composite measure of the efficiency and effectiveness of a faculty member in transforming inputs into desired outcomes across the key academic domains, expressed in units of time. The term implies a product—an optimal level of performance in teaching, research, and service—that is affected by as yet poorly understood aspects of organizational performance—intricate social networks within multiple organizational levels and the academic disciplines.[33]

Instructional productivity is ordinarily measured by credit hours, contact hours, or course loads. Research productivity is usually measured by quantity of publications in national surveys. But the components of each type of productivity are rarely specified theoretically. Instructional productivity, for example, may be a function of classroom composition. Quality considerations are elusive. Often nefarious attributions of prestige may bias judgments or obfuscate competencies. Most productivity studies, for example, fail to differentiate "publishing" and "research." Publications may result from differential opportunity, not individual ability, given the stratification of higher education. Research productivity depends on the norms and rigors of disciplinary and professional communities. What one community reveres, another might consider inconsequential. Scholars must derive insights from organizational theory to measure how faculty make decisions across their domains of work, pursuant to measuring their effectiveness or productivity.

To summarize: Conceptual and measurement issues surround the determination of workload and productivity. Effective measures must be nested in theories or conceptual schemata. Blanket measures, in contrast, like nominal categories and untargeted policy prescriptions, are suspect. What do static measures—such as total hours in one's workweek, contact hours, or quantity of publications—actually explain? Why are these measures selected as the best indicators? What do faculty do to produce these outcomes? How well do comparable faculty members perform the tasks required to produce these measures across specific time dimensions?

Higher education shares some features with other industries while possessing some distinctive attributes.[34] Economists and sociologists—traditionally concerned about job differentiation within the division of labor, the organization of occupational groups, and social mobility within the occupational structure—have accorded limited attention to the strategic niche of academic organizations and their internal networks.[35] Academics, as the popular adage suggests, are more adept at studying jobs, occupations, organizations, and industries other than their own.[36] We await a definitive sociological explanation of how and why disciplinary and institutional differentiation affects the behavior and expectations of faculty members.[37] An accurate measure of workload and productivity requires a theory of academic institutions.[38] Imposing the intergroup dynamics of ethnicity and gender on these conceptual and measurement problems results in even more precarious inferences.

These caveats proffered, the next section presents the latest empirical findings on workload and productivity for minority faculty. The inferences refer to statistical distributions of phenotypic traits aggregated among individuals, not to the behavior of real groups or persons.[39]

ETHNIC DIFFERENCES

Disparities in socioeconomic status, educational attainment, and socialization typically translate into fewer opportunities for minority faculty members to enter the academic profession.[40] Once employed, these colleagues work in different, often less prestigious, types of institutions, have different disciplinary interests, interact in different social networks, and experience different mentorship patterns. This segregation poses formidable obstacles to professional success.[41]

The National Center for Education Statistics has completed two cross-sectional national surveys of the careers of postsecondary faculty.[42] The 1988 National Survey of Postsecondary Faculty (NSOPF-88) reported on a sample of 7,408 full- and part-time instructional faculty selected from a population universe of 11,013 eligible respondents. This sample represented an estimated 665,000 college and university professors. NSOPF-93, the source of most data reported here, surveyed a weighted sample of 31,354 respondents during 1993-94—it oversampled minority faculty—representing nearly 900,000 faculty. NSOPF-93, in contrast to NSOPF-88, included anyone designated as a faculty member, not just instructional faculty.

Faculty Composition

This analysis examines the impact of ethnicity on the academic careers of full-time faculty and instructional staff. We describe the distribution of faculty between institutions, among disciplines, and across ranks, note differences in these categories between majority and minority faculty members, alluding to gender disparities, and then enumerate differences by race and ethnicity in traditional measures of faculty workload and productivity.

First, an overview. American public postsecondary institutions employed 368,827 full-time faculty in 1992, about 70 percent of all full-time faculty members (Table 1). Community colleges (109,551) and public research universities (108,493) together accounted for nearly 41 percent of full-time professors. Research and doctoral universities together employed almost 42 percent of all full-time faculty (220,673). Comprehensive universities and colleges employed about 25 percent of all faculty (132,898).

A plurality of full-time faculty worked in the sciences—19 percent (101,681) taught in the natural sciences; another 15 percent (77,996) taught in the health sciences. Adding engineering (24,680) brought the total in the sciences to about 39 percent. The remaining program areas are listed in descending order: humanities (14 percent = 74,086; almost half in English and literature), social sciences (11 percent = 58,526), business (8 percent = 39,848), education (7 percent = 36,851), fine arts (6 percent = 31,682), other (5 percent = 27,466), occupationally specific programs (3 percent = 15,395), agriculture and home economics (2 percent = 11,466), communications (2 percent = 10,344), and law (1 percent = 7,337).

About 78 percent of full-time faculty were assistant professors or above: full professors, 31 percent; associate and assistant professors, almost 24 percent, each. Instructors and lecturers combined for 16 percent.

The Impact of Ethnicity

The 771,000 white faculty members (87 percent) dominated the academic profession in 1992.[43] But the profession also included 115,000 minority faculty members (13 percent): Blacks and Asians—about 5 percent each; Hispanics—about 3 percent, and American Indians—less than 1 percent.[44] Minority faculty members were disproportionately concentrated in specific types of colleges and universities (Table 1). Asian faculty were most evenly disbursed: higher concentrations in public and independent research universities, less representation in independent liberal arts and community colleges. Community colleges accommodated relatively high concentrations of American Indian, Black, and Hispanic faculty. Black faculty members were also concentrated in public comprehensive institutions, Hispanics at independent doctoral institutions, and American Indian faculty at public doctoral institutions.

Nor were minority faculty randomly distributed across academic disciplines or ranks (Table 1). American Indian faculty were concentrated in communications, education, business, mathematics, and sociology (descending order), and did not appear in law or computer sciences. Asian faculty were concentrated in engineering and the natural sciences—ratifying previous studies—and in health sciences, business, communications, and economics. They were virtually absent from law and education. Black and Hispanic faculty were more concentrated in occupational programs than other minority faculty. Blacks clustered in education, law, nursing, history, fine arts, and the social sciences; Hispanics in the foreign languages and the social sciences.

Male faculty outnumbered female faculty within all ethnic groups (Table 1). White faculty members showed the greatest gender discrepancy—men were more than twice as likely to be present across all types of colleges and universities—followed by Asians. Among both groups, men were more prevalent than women in all categories. Men and women were equally represented among American Indian faculty. Black and Hispanic faculty showed only modest disparities. Community colleges were the most egalitarian institutions. Independent liberal arts colleges and public comprehensive institutions come much closer to gender parity among whites than other four-year schools. Men were twice as prevalent at research and doctoral institutions, more than three times at independent doctoral and public research universities.

Only community colleges showed gender parity among Asian faculty. Males strongly predominated at independent and public research universities and at doctoral institutions. Asian women were barely present at independent comprehensive and liberal arts colleges. American Indian and Hispanic faculty showed similar gender distributions.

Female Black faculty were more prevalent in community colleges and in independent comprehensives. Public research universities and doctoral institutions showed near parity. Independent liberal arts colleges, followed by independent doctoral institutions, showed the largest gender gap among Black faculty. His-

TABLE 1

PERCENTAGE DISTRIBUTION OF FULL-TIME FACULTY AND STAFF WITH ANY INSTRUCTIONAL RESPONSIBILITIES, BY RACE/ETHNICITY, GENDER, TYPE AND CONTROL OF INSTITUTION, PROGRAM AREA, AND RANK, FALL, 1992.

Type and Control of Institution, Program Area and Rank	Full-time Instructional Faculty and Staff		American Indian/ Alaskan Native		Asian/Pacific Islander		Black, Non-Hispanic		Hispanic		White, Non-Hispanic	
	Number	Percent	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
All institutions[a]	526,222	100	0.3	0.2	4.0	1.3	2.6	2.3	1.7	0.8	58.9	27.9
By Type and Control												
Public research	108,493	100	0.1	0.1	5.7	1.3	1.5	1.2	1.4	0.5	68.7	19.7
Independent research	32,350	100	0.2	- -	6.7	2.4	2.8	1.9	1.2	0.7	59.2	25.0
Public doctoral[b]	54,433	100	0.6	0.2	4.9	1.4	1.6	1.3	1.7	0.6	62.1	25.7
Independent doctoral[b]	25,937	100	0.1	0.1	5.1	1.4	2.9	1.2	2.3	1.0	66.5	19.4
Public comprehensive	96,350	100	0.2	0.3	4.1	1.0	4.9	3.9	1.8	0.8	55.5	27.5
Independent comprehensive	36,548	100	- -	0.1	2.5	0.9	1.4	1.6	1.0	0.6	60.5	31.3
Independent liberal arts	37,560	100	0.3	0.1	1.9	0.9	3.7	1.8	0.9	0.5	54.2	35.8
Public two-year	109,551	100	0.7	0.3	1.9	1.4	2.5	3.6	2.5	1.6	47.8	37.7
Other[c]	25,540	100	0.3	0.2	3.7	0.9	1.6	1.2	0.8	0.4	67.3	23.6
By Program Area												
Agriculture and home economics	11,466	100	- -	0.7	1.0	1.8	2.2	1.5	1.6	0.2	71.3	19.6
Business	39,848	100	0.6	0.3	4.0	0.8	1.9	2.0	0.9	0.4	62.3	26.6
Communications	10,344	100	0.9	0.3	4.3	1.2	2.8	2.8	1.6	- -	56.3	29.8
Education	36,851	100	0.7	0.3	0.5	1.1	3.9	5.1	0.9	2.4	43.9	41.2
Teacher education	12,429	100	0.6	0.2	0.3	1.0	2.0	4.6	0.1	0.7	40.6	49.8
Other education	24,422	100	0.8	0.3	0.7	1.1	4.8	5.4	1.3	3.2	45.6	36.9
Engineering	24,680	100	0.7	- -	15.6	1.3	2.1	0.6	2.8	0.2	73.0	3.8
Fine arts	31,682	100	0.3	0.2	1.2	1.6	3.8	1.8	2.1	0.3	60.4	28.3
Health sciences	77,996	100	0.1	0.1	4.0	2.0	2.0	3.2	1.3	0.7	43.1	43.5
First professional	36,854	100	0.2	- -	7.2	2.0	3.1	0.9	2.4	0.8	64.7	18.8
Nursing	20,931	100	- -	0.2	0.1	2.3	0.5	6.7	- -	0.9	0.9	88.3
Other health sciences	20,211	100	0.2	0.2	2.1	1.6	1.8	3.6	0.8	0.3	47.4	42.1
Humanities	74,086	100	0.3	0.1	1.3	1.9	2.1	2.0	2.0	2.0	53.5	34.8
English and literature	37,476	100	0.5	0.1	0.8	1.3	2.1	2.8	1.3	1.0	45.2	45.0
Foreign languages	13,684	100	- -	0.4	1.8	6.4	1.2	0.6	5.4	7.4	40.0	36.6
History	14,644	100	0.3	- -	1.8	0.4	3.0	2.2	1.2	0.4	70.6	20.0
Philosophy	8,283	100	0.2	- -	1.5	0.3	1.6	0.2	1.1	0.3	82.5	12.3
Law	7,337	100	- -	- -	0.2	0.7	5.8	2.9	1.3	1.1	57.8	30.0
Natural sciences	101,681	100	0.2	0.1	7.2	0.9	2.5	0.9	1.5	0.3	69.0	17.4
Biological sciences	34,303	100	0.3	0.1	4.3	0.9	2.9	1.2	1.0	0.5	68.4	20.5
Physical sciences	28,299	100	- -	- -	7.3	0.8	2.0	0.3	1.9	0.1	77.4	10.1
Mathematics	25,407	100	0.5	0.4	9.2	1.2	2.6	1.0	1.7	0.6	61.7	21.2
Computer sciences	13,671	100	- -	- -	10.4	0.8	2.1	1.3	1.7	0.1	66.5	17.2
Social sciences	58,526	100	0.3	0.2	2.6	0.7	2.9	2.9	1.9	0.8	65.4	22.3
Economics	9,881	100	- -	- -	7.9	1.6	3.8	0.3	3.0	1.1	70.4	11.9
Political sciences	9,434	100	0.1	- -	1.1	0.2	3.4	1.9	2.6	0.4	75.7	14.5

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TABLE 1 (CONTINUED)

PERCENTAGE DISTRIBUTION OF FULL-TIME FACULTY AND STAFF WITH ANY INSTRUCTIONAL RESPONSIBILITIES, BY RACE/ETHNICITY, GENDER, TYPE AND CONTROL OF INSTITUTION, PROGRAM AREA, AND RANK, FALL, 1992.

Type and Control of Institution, Program Area and Rank	Full-time Instructional Faculty and Staff		American Indian/ Alaskan Native		Asian/Pacific Islander		Black, Non-Hispanic		Hispanic		White, Non-Hispanic	
	Number	Percent	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Psychology	17,692	100	0.1	0.2	1.1	0.3	2.1	3.9	1.5	0.8	58.0	31.8
Sociology	9,586	100	0.9	- -	1.4	0.8	2.7	3.2	2.3	0.5	68.2	20.1
Other social sciences	11,934	100	0.3	0.6	2.7	0.6	3.2	4.1	0.8	1.1	62.1	24.5
Occupationally specific programs	15,395	100	0.5	0.2	1.9	0.2	3.5	0.9	3.1	0.3	75.9	13.5
All other programs	27,466	100	- -	0.1	2.3	0.6	2.8	3.3	2.0	0.7	58.1	30.1
By Academic Rank												
Not applicable	16,820	100	0.9	0.3	2.0	1.6	1.2	1.3	1.9	0.9	51.6	38.3
Full professor	161,252	100	0.2	0.1	4.5	0.4	2.1	1.1	1.4	0.3	75.7	14.3
Associate professor	123,471	100	0.3	0.1	3.6	1.0	2.9	2.1	1.3	0.8	63.1	24.7
Assistant professor	123,285	100	0.2	0.2	5.0	2.1	2.8	3.0	2.0	1.2	47.5	36.0
Instructor	72,986	100	0.7	0.3	2.2	1.7	3.1	3.8	2.2	1.1	44.1	40.8
Lecturer	11,655	100	- -	1.1	3.9	2.6	2.6	3.7	2.0	1.1	29.6	53.4
Other ranks	16,753	100	0.2	0.1	4.2	1.7	4.2	4.6	2.2	1.8	41.5	39.5

- - Too few cases for a reliable estimate

[a] *All accredited nonproprietary U.S. postsecondary institutions that grant a 2-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education.*

[b] *Includes institutions classified by the Carnegie Foundation as specialized medical schools.*

[c] *Public liberal arts, independent 2-year, and religious and other specialized institutions, except medical.*

NOTE: Details may not add to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty.

panic women were virtually absent from research and public doctoral universities. Hispanic male faculty were more numerous at community colleges and independent doctoral institutions—the two types of institutions with the largest Hispanic female representation.

NSOPF-93 revealed the meager presence of American Indian faculty, though, again, males dominated at every type of school except independent comprehensives. American Indian female faculty made modest inroads at public comprehensive institutions and community colleges, followed by doctoral universities, but were absent from independent research universities.

Save for Blacks, female faculty were thus in the minority in every ethnic category and in most types of institutions, perhaps a result of different recruitment practices. In any case, minority men and women faculty faced different structures of opportunities, and organizational and professional experiences.

Minority male and female faculty also showed different concentrations among the academic disciplines (Table 1). Women appeared less frequently in almost every academic field, save traditionally female-dominated subjects including education, nursing, and home economics. American Indian female faculty appeared most frequently in agricul-

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ture and home economics, followed closely by the social sciences. Asian and Hispanic women appeared most often in foreign languages and nursing; education followed nursing for Black female faculty.

Among males, American Indians were concentrated in communications and sociology, followed by education, engineering, and business; Asians in engineering, computer science, mathematics, and economics; and Blacks in law, education, economics, and political science. All proportions were small compared to majority white faculty.

Many academic disciplines showed low concentrations of female faculty. American Indian females were absent from engineering, history, philosophy, law, the physical sciences, computer sciences, economics, political sciences, and sociology. Psychology, sociology, and philosophy attracted few Asian females. Black females were few in philosophy, the physical sciences, economics, and engineering. Hispanic women were nonexistent in communications and scarce in computer sciences, physical and biological sciences, engineering, philosophy, and most social sciences. No recruitment technique, including affirmative action, changed the racial composition of these fields.

Minority males, likewise, went unrepresented in some disciplines and fields: American Indians in nursing and home economics, foreign languages, law, the physical sciences, computer sciences, and economics; Asian males in nursing, law, education, and English; Black men in nursing, foreign languages, philosophy, and business; Hispanic men in nursing, business, and education.

The gender distribution of white faculty among academic disciplines showed greater variation, but white males dominated almost everywhere. Philosophy, followed by the physical sciences and psychology, showed the highest proportion of white male faculty; nursing, the lowest. White women dominated nursing and education, but were seldom found in engineering, the physical sciences, and economics.

By academic rank, minority faculty in every ethnic category showed only small representation. Asian faculty were dispersed across all ranks; their modal rank was assistant professor. American Indian faculty were concentrated in the lowest ranks, if they held any rank at all. So were Black and Hispanic faculty; the modal rank for both groups was the amorphous "other ranks" category. White faculty members predominated at the senior academic ranks—nearly 90 percent of full professors, 88 percent of associate professors, and 84 percent of assistant professors. Women faculty, like minority faculty, were disproportionately represented in the lower ranks. But women showed greater progress into the senior ranks than any ethnic category.

Minority and women faculty worked in different types of institutions and had different professional and disciplinary affiliations. Their academic careers were distinguished by ethnic origin *within* minority status as well as *from* majority white faculty (Table 1). Different organizational conditions may affect workload and productivity. We should not expect either variable to be proximate or to conform to a single, uniform standard, given the differences in the distributions of minority and majority faculty among institutions, fields, and ranks. Ethnic comparisons require corrections for biased distributions and controls for intra- and interorganizational effects, including variables such as "years of professional experience." Depending on the criteria used and the expertise of the investigator, institutions within a category can vary significantly in both their patterns of organizational development and their reward structures.[45]

The effectiveness of affirmative action policies, used ostensibly to recruit minority faculty into higher education during the last few decades, thus becomes suspect, though NSOPF-93 data does not permit a definitive analysis. The entry of minorities into most disciplines will likely remain a pioneering, if not precarious, venture. Low concentrations of minority faculty affect visibility, mobility, mentorship, and sponsorship patterns. Reverse discrimination does not yet threaten this organizational or professional hegemony.

Faculty Workload

Asian faculty, according to NSOPF-93, were most likely to report research as their principal activity (23 percent vs. 11 percent for whites, 9 percent for Hispanics, 8 percent for American Indians, and 4 percent for Blacks).[46] Among non-whites, Black faculty were most likely to identify administration as their principal activity; Asian faculty, least likely. American Indian faculty were most likely to list teaching as their principal activity (nearly 75 percent).

Table 2 compares time management patterns of faculty members, measured by the mean number of hours devoted to professional activities inside and outside employing institutions, categorized by ethnic status. The workweek is the sum of the mean hours in each activity.

TABLE 2

HOURS WORKED PER WEEK BY TYPE OF ACTIVITY

	AI	AS	AA	HA	WA
Type of Activity					
Paid at institution	25	37	26	28	32
Unpaid at institution	4	6	6	5	4
Paid outside institution	12	5	9	10	9
Pro bono outside institution	3	2	2	2	2
TOTAL HOURS PER WEEK	44	50	43	45	47

AI = American Indian
AS = Asian-American
AA = African-American
HA = Hispanic-American
WA = White American

** Figures have been rounded off*

Standard Workweek

NSOPF-93 permits the differentiation of total hours in the faculty workweek by ethnic status. Ethnic distribution may interact with organizational conditions and disciplinary locale to affect decisions faculty made about the hours of service given to their employers each week. Asian faculty worked the longest academic workweek—about 50 hours. Next came white faculty, 47 hours, followed by Hispanic faculty, 46 hours, and Black and American Indian faculty, 43 hours each.

Asian faculty spent 37 hours hours per week in paid activities at their employing institution; whites spent 32 hours, Hispanics, 28 hours, Blacks, almost 26 hours, and American Indians, 25 hours. Asians, Blacks, and Hispanics worked at least five more hours at unpaid activities at their employing institutions. Asian faculty also spent the most time at paid activities outside their employing institutions—nearly 12 hours per week—and devoted slightly more time to pro bono activities than other groups.

NSOPF-93 workload data revealed several gender disparities (Table 3). Male professors worked longer workweeks than female professors, regardless of ethnic status. White faculty showed a nine-hour gap; Asians and Hispanics, eight hours each, American Indians, five hours, and Blacks, four hours.

The nearly 51-hour academic workweek for Asian males led all ethnic categories. White males worked 49 hours; Hispanic men worked 48. American Indian and Black male faculty averaged 45 hours per week. Among women faculty, Asians had the longest workweek (42 hours), followed by Blacks (41 hours) and by American Indians and white women (40 hours).

Within each ethnic category, males spent more time per week in paid activities at their employing institutions. Asian faculty again showed the largest gender gap, about 10 hours; then followed Hispanic and white male faculty, six and eight hours per week, respectively. The gap was miniscule for American Indian faculty and nonexistent for Black faculty. Asian females, in contrast, slightly edged males in average hours given to paid external activities; the gap favored Black male faculty by four hours.

Historical, cultural, ecological, organizational, and social factors undoubtedly affected patterns of time allocation to professional duties among the ethnic groups (Table 4). American Indian faculty devoted the highest percentage of their time to teaching, and gave twice as much time to consulting as any other ethnic group. Black faculty were more engaged in administrative tasks and allocated a higher percentage of their time to service. Asian faculty assigned the highest proportion of their time to research. No group gave much time to professional growth activities.

The concentration of Asian faculty in science and related disciplines may help to explain their high allocation of time to teaching and research (71 percent). Hispanic faculty

TABLE 3

GENDER DISTRIBUTION OF HOURS WORKED PER WEEK BY TYPE OF ACTIVITY

	American Indian		Asian-American		African-American		Hispanic-American		White American	
	M	F	M	F	M	F	M	F	M	F
Type of Activity										
Paid at institution	26	24	39	29	26	26	30	24	34	26
Unpaid at institution	4	4	6	5	6	5	6	5	4	4
Paid outside institution	12	10	4	6	11	7	10	9	9	8
Pro bono outside institution	3	2	2	2	2	3	2	2	2	2
TOTAL HOURS PER WEEK	45	40	51	42	45	41	48	40	49	40

M = Male faculty
F = Female faculty

** Figures have been rounded off*

followed (69 percent); then came American Indians (66 percent) and white faculty (64 percent). Black faculty assigned 34 percent of their time to external role functions, including administration, consulting, and service. Asian faculty gave just 24 percent of their time to these functions.

Gender differences were evident in time distribution patterns (Table 5). Women from every ethnic group, except American Indian faculty, devoted more time to teaching. Differences by gender were negligible for Asian professors, but Hispanic women showed a 10 percent difference. Female faculty devoted less time to research than men in all categories, a common finding in prior studies. Asian women showed the greatest research commitment. Black women invested the most time in administration. American Indian women were the most involved in consulting, and women of all ethnic groups allotted about two hours per week to service.

Minority and majority faculty showed different distributions across disciplines, institutions, and ranks in fall 1992. Interactions between ethnicity and the same three variables may help to explain divergent emphases within a common set of tasks. How many disparities in Tables 2 through 5 can be attributed to ethnicity and gender—as opposed to cognitive, personality, normative, organizational, or

TABLE 4

PERCENTAGE DISTRIBUTION OF TIME ALLOCATED FOR PROFESSIONAL TASKS

	ETHNIC STATUS				
	AI	AS	AA	HA	WA
Professional Task (% time allocated per item)					
Teaching	58	40	49	51	48
Research	8	31	10	18	18
Professional growth	5	5	6	6	5
Administration	11	9	14	8	12
Consulting	12	5	4	6	6
Service	8	10	16	11	10

AI = American Indian
AS = Asian-American
AA = African-American
HA = Hispanic-American
WA = White American

**Figures represent percentages that have been rounded off.*

TABLE 5

GENDER DISTRIBUTION OF FACULTY TIME ALLOCATED FOR PROFESSIONAL TASKS

	American Indian		Asian-American		African-American		Hispanic-American		White American	
	M	F	M	F	M	F	M	F	M	F
Professional Task (% time per allocated item)										
Teaching	59	57	40	41	46	53	47	57	45	53
Research	8	5	33	23	12	8	21	13	21	12
Professional growth	4	6	5	5	6	5	6	5	5	7
Administration	12	6	8	10	13	14	8	8	13	11
Consulting	10	16	4	10	3	5	7	3	7	5
Service	7	11	10	11	19	11	10	13	10	12

M = Male faculty
F = Female faculty

**Figures represent percentages that have been rounded off.*

individual decision-making factors—remains to be investigated through multivariate research.

Faculty Productivity

Workload designates *what* faculty members do; productivity refers to how *well* they fulfill their responsibilities. This section scrutinizes ethnic disparities in instructional and research productivity. NSOPF-93 found only minor differences in instructional productivity measured by course load and credit hours. The study did not control for class size, student level or composition, or instructional effectiveness. In contrast, the scholarly output of majority and minority professors—measured by the number of articles produced by faculty in the two-year period prior to NSOPF-93 and throughout their careers—showed sharply different patterns.

Instructional Productivity

NSOPF-93 showed nearly uniform instructional responsibilities among minority and majority faculty members, and only modest differences in assigned course loads, despite the differential impact of experience, organizations, and disciplines. Full-time, regular faculty averaged two credit bearing courses taught during fall 1992; this number varied little by ethnic group. The slightly lighter course loads shown by Asian faculty reflected the importance of research as the principal professional activity of members of this group. Black, Hispanic, and white faculty taught average course loads. American Indian faculty had the heaviest teaching loads.

The data revealed modest differences between men and women in the mean distribution of course loads. American Indian males had heaviest teaching loads; Asian men had the lightest course loads. Among Blacks, female faculty had the heavier course loads. Women averaged slightly *fewer* courses taught among Hispanic and white faculty. NSOPF-93 did not permit controls for statistical biases or unknown sampling errors: No data exist on class size, degree of instructional difficulty, level, or subject matter.

Research Productivity

Ethnic faculty showed greater differences in research productivity. Full-time regular faculty averaged just above two refereed publications and four presentations during the two-year period studied in NSOPF-93. Asian faculty showed the greatest productivity—more than three refereed publications—a finding consistent with their engagement in research, concentration in science and related disciplines, and location at research and doctoral institutions. White and Hispanic faculty members followed—two and one refereed publications, respectively. Black and American Indian faculty averaged less than one refereed publication. Asian and white faculty averaged at least three presentations or exhibitions during the same two-year period; the remaining groups averaged almost two presentations. NSOPF-93 did not control for subtle institutional or disciplinary effects that might have affected research productivity.

Full-time male faculty of all ethnic groups published three refereed articles for every article published by women (aggregated group means). Adding part-time faculty to the database reduced the ratio to two to one. American Indian faculty were again the exception—men and women showed equally low publication rates. Male faculty accounted for most of the productivity observed among Asian faculty—nearly a four to one ratio. Black, Hispanic, and white males showed nearly a two to one ratio. In contrast, across all ethnic groups, women were equally or more active than males in producing presentations, exhibits, and technical reports. Again, these findings do not control for organizational factors, the opportunity structure for publishing, and years of professional experience.

Data on career research productivity of ethnic faculty—based on the mean score for each type of publication or presentation—corroborated these patterns. Asian faculty led all others—18 refereed and five nonrefereed articles, over 15 presentations, four technical reports, and six exhibitions. White faculty also showed significant career achievements—12 refereed and nearly five nonrefereed articles, nearly 21 presentations, almost six technical reports, and 10 exhibitions. Black faculty averaged five refereed and four nonrefereed publications, and 15 exhibitions and presentations apiece. Hispanic faculty produced six refereed and two nonrefereed publications, along with 11 presentations and 14 exhibitions. American Indian faculty published the least—three refereed and two nonrefereed articles, but they averaged almost 12 presentations—two exhibits and 10 nonjuried creative works.

Career data showed differentials between the research productivity of men and women in every ethnic category.[47] Asian males averaged 22 refereed articles for every six for females. The male to female productivity ratio was 17 to three for white faculty, eight to three for Hispanic faculty, and eight to one for Black faculty. Only American Indian faculty approximated gender parity—about three refereed articles. Data for nonrefereed articles revealed a similar trend, but the differentials were smaller. Again, only American Indian faculty violated this pattern. Men also showed a greater combined number of presentations, exhibits, and technical reports; Asian women were the significant exception. But NSOPF-93 did not control for qualitative differences associated with age and experience—such as maturation effects and mentorship patterns—or for differences in career opportunities that might have enabled males to publish more frequently.

Implications

What implications can we derive from this data?

- Ethnic comparisons are risky since the work experiences of majority and minority faculty members are not completely comparable. Each group comes to postsecondary education with its own history and social resources and is concentrated in different institutional, professional, and disciplinary sectors.[48] Our knowledge about the conditions out of which majority and minority faculty operate is tentative. No one can evaluate all groups by the same standard without neutralizing all operative distinctions.

Researchers will continue to study the activities of faculty, and their data may serve as a tentative baseline or barometer on specified measures if heuristic concerns are predominant. Future findings promise greater reliability, but should not be used to formulate or verify policy.

- Workload and productivity differ more by institution and discipline than by ethnic status—professionalization makes the contours of faculty workload and productivity similar for all ethnic faculty. Faculty allocate their time in similar ways and have similar instructional duties per institution and rank. The relative uniformity of academic work among ethnic groups is a key finding.

- Structural advantages, including size, rank, and disciplinary location, give white faculty members gatekeeper status over the academic opportunity structure and over social networks. These colleagues shape the norms, culture, symbols, and role expectations that sustain productivity and mobility.[49] Affirmative action has not, and could not, eradicate this dominance.

- Asian faculty show the highest research productivity, measured by the mean number of publications biennially and throughout their careers. But faculty members from all ethnic groups publish or present their expertise, even if not always refereed by academic peers.
- American Indian, Black, Hispanic, and female faculty need greater organizational support for their research. But enhancing the productivity of these groups also requires more knowledge about the determinants of research productivity.

Higher education must *know* more and *do* more about faculty to increase productivity. Knowledge, not budget reductions or mandated responsibilities, will improve outcomes. Task forces of faculty, administrators, students, governmental officials, philanthropists, and independent scholars should address the causes and consequences of academic productivity.

CONCLUSION

Practical, not theoretical, reasons drive the push to measure faculty workload and productivity.[50] But the extant literature typically neglects *organizational* effects or interactions and disconnects qualitative and quantitative interactions involving cognition, motivation, decisions, exchanges, communication, and opportunities—and the group processes that produce them.[51] The literature commands less serious consideration than research in organization and management science.

Cost pressures drive many campus administrators to reduce unit budgets, including faculty salaries. Jeremiads about faculty malfeasance or ineptitude in teaching undergraduates have instilled mistrust in the public regarding competencies and ethics.[52] Downsizing and restructuring in other economic sectors prompt public officials and media pundits to question academic norms and structures. Less money is available to sustain higher education. Politicians seem more willing to devote revenues to health care, criminal justice, and deficit reduction. Faculty must justify their existence and support, thus the need for assessing productivity. Adjusting faculty role priorities and performance may be inevitable.[53] The autonomy and welfare of the academic professions is at stake.

Most workload and productivity studies do not rigorously conceptualize the structural dynamics—informal norms, social capital, or cultural stimuli—that produce the reported findings.[54] These studies—usually cross-sectional statistical surveys—neglect social networks, exchanges, and decision frames affecting respondents and fail to link the individual, group, and organizational levels. They are based on poor concepts of measurement and lack the information required in a systems perspective.[55]

Using primitive studies invites haphazard policy recommendations and blanket prescriptions. Typical surveys of organizational traits include little information on the ecology or market segmentation of academic institutions.[56] More accurate insights require systematic formalization and simulations.[57] Policy decisions about faculty productivity are being formulated across state systems of higher education despite these limitations. When theory fails to inform research and policy, danger awaits.

Productivity involves actors, structures, and processes at the individual, group, and organizational levels, including informal networks.[58] Measuring productivity must address what individuals do *and* organizational design, learning, technology, evolution, and turnover.[59] Traditional economic measures of frequencies or quantities alone cannot evaluate productivity.[60] Productivity, a dynamic construction, involves cognition, motivation, exchanges, and decisions by individual and corporate actors who are influenced by group processes. This complex function is estimated relative to one's social, psychic, and material resources and opportunities. These complexities involve variable ratios of inputs, transformations, and outcomes.[61] Unravelling the mysteries of faculty productivity requires a robust theory of academic systems and their organizational components.

NOTES

[1] Lester, 1974; Sowell, 1975; Washington and Harvey, 1989; Orfield, 1993; Henry, 1994; Justiz, Wilson, and Bjork, 1994.

[2] Gross and Levitt, 1994.

[3] Blalock, 1991.

[4] Konrad and Pfeffer, 1991; Konrad, 1991.

[5] Washington and Harvey, 1989.

[6] Fararo and Skvoretz, 1984.

[7] Granovetter, 1988.

[8] McGinnis, 1965; Bishir and Drewes, 1970; Fararo, 1978; Rapoport, 1983; Bailey, 1994.

[9] Wallace, 1983.

[10] Schmuck and Runkel, 1994.

[11] March and Simon, 1958; Cyert and March, 1963.

[12] Jencks and Riesman, 1977; Bourdieu, 1988.

[13] Blalock, 1989, 1991; Carley, 1991; Blalock and Wilken, 1979; Taylor and Moghaddam, 1987.

[14] Blalock, 1967, 1991; Hacker, 1992; Massey and Denton, 1993.

[15] Foddy, 1995; Coleman, 1990.

[16] Sjoberg and Nett, 1968; Little, 1991; Duckitt, 1994.

[17] Kaplan, 1975; McGinnis, 1965; Downs, 1975; Casti, 1992a, 1992b.

[18] Diesing, 1971, 1991.

[19] Simon, 1957; Kyburg, 1968.

[20] These limitations result from restricted access to NSOPF databases.

[21] Carroll, 1988; Bourdieu, 1988; Burt, 1992; Blau, 1994; Carley and Newell, 1994.

[22] Bailey, 1994; Clark, 1983, 1987; Harris, 1994; Blau, 1994.

[23] Fairweather, 1996; Kuhn, 1974; Bailey, 1994; Caplow and McGee, 1958; Cartter, 1976; Jencks and Riesman, 1977; Berg, 1981; Bowen and Schuster, 1986; Frank and Cook, 1995.

[24] Blau, 1973; Bess, 1989.

[25] Schmuck and Runkel, 1994.

[26] March and Simon, 1958.

[27] Bourdieu, 1988; Blalock, 1991.

[28] Kyburg, 1968.

[29] Doreian and Hummon, 1976; Carley, 1995.

[30] Huberman and Hogg, 1995.

[31] Kalleberg and Berg, 1987; Coleman, 1990; Little, 1991.

[32] Sink and Smith, 1994.

[33] Ruch, 1994; Sink and Smith, 1994; Harris, 1994; Brinkerhoff and Kunz, 1972; Blau, 1973; Mullins and Mullins, 1973; Burt, 1982; Granovetter, 1988, 1985, 1977; Pattison, 1993.

[34] Bess, 1989.

[35] Sociologists have produced the most robust findings about the social forces that molded organizational structures, career patterns, social networks, and status attainment processes endemic to academic labor markets. They asked how ascribed and achieved statuses of faculty members interacted with the ways academic institutions organized to recruit professors. Sociologists have thus usually isolated prestige and productivity indicators to explain behavior in academic labor markets.

[36] The academic labor market is highly differentiated by sectors, due to task orientation (teaching vs. research), bureaucratic setting (governance structure, sponsoring clienteles), and specializations within and between disciplines (theorists vs. methodologists; sociologists of science vs. sociologists of organizations; sociologists vs. economists). Ascription, concludes several studies, intrudes unwarrantedly into the process of faculty mobility (Caplow and McGee, 1958; Crane, 1965, 1969, 1970; Smelser and Content, 1980; Rosenfeld, 1981; Pearson, 1985; Burke, 1988; Allen, 1988). Recent research shows how gender and scientific consensus affect academic labor markets (Rosenfeld, 1981; Hargens and Hagstrom, 1982).

Economists have explored supply-demand fluctuations within academic labor markets (Marshall, 1964; Brown, 1965, 1967; Cartter, 1976; Tuckman, 1976; Bowen and Schuster, 1986). Using a neoclassical paradigm, they focused on market behaviors at the individual or supply level (the quality or quantity of existing or potential labor pools), and occasionally investigated the reward structures used by colleges and universities to attract faculty. Economic studies did not ask how structural impediments, including ecological conditions, organizational complications, and network ties, might constrain faculty mobility (Berg, 1981). Instead, economic accounts of academic labor markets compared productivity and pecuniary incentives.

[37] Kalleberg and Berg, 1987.

[38] Carley, 1995; Harris, 1994.

[39] Ethnic categories may be dubious, confounding, and sometimes offensive. The terms used are adopted from the language used by sponsors of the cited surveys.

[40] Hacker, 1992; Nettles, 1987; Brown, 1987, 1988; Justiz, Wilson, and Bjork, 1994.

[41] Blackwell, 1981, 1983; Thomas, 1990; Konrad, 1991; Brown, 1994; Massey and Denton, 1993.

[42] Zimbler, 1990, 1994.

[43] Comparing majority white to minority faculty is dubious. NSOPF-93 does not disaggregate ethnic differences among white faculty, such as between Irish, Italian, English, Swedish, or Jewish academics. An ecological fallacy occurs to the extent that studies fail to compare these groups with ethnic equivalents among minority faculty. Even the aggregation of ethnic status for minority faculty conceals serious ethnic distinctions. "Hispanic" faculty, for example, includes Mexicans and Puerto Ricans, though significant differences exist in their ethnic or cultural experiences.

[44] Zimbler, 1994.

[45] Schmuck and Runkel, 1994.

[46] Zimbler, 1994, 10, table 2.

[47] We do *not* suggest that *every* male faculty member is more productive than *every* or *any* female professor. Nor do we imply that *any* of observed productivity difference is function of stereotypical biological capabilities. Gender differentiation is *not* coterminous with gender causation.

[48] Feagin, 1984.

[49] Blalock, 1991.

[50] Allen, 1994, 1995, 1996.

[51] March and Simon, 1958.

[52] Finn and Manno, 1996.

[53] Fairweather, 1996.

[54] Coleman, 1990.

[55] Goodman, Lerch, and Mukhopadhyay, 1994; Schneider and Klein, 1994; Harris, 1994.

[56] Carroll, 1988.

[57] Carley, 1995; Guetzkow, Kotler, and Schultz, 1972.

[58] Harris, 1994; Huberman and Hogg, 1995.

[59] Carley, 1992, 1995.

[60] Rosenberg, 1992; Harris, 1994.

[61] Pete, Pattipati, and Kleinman, 1995.

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THE RELATIVE VALUE OF TEACHING AND RESEARCH

by James S. Fairweather

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Research productivity, among all the aspects of faculty work, was the key determinant of faculty pay in the late 1980s. Faculty who taught less and published more received the highest average salaries irrespective of type of institution or discipline, according to the 1987-1988 National Survey of Postsecondary Faculty (NSOPF-88). Teaching was at best a neutral, more often a negative, factor in faculty pay.[1] Faculty perceptions of the relative value of teaching and research in promotion and tenure decisions matched these findings.[2]

Much has changed in the last decade. Ernest Boyer's influential *Scholarship Reconsidered* called for redefining teaching as a form of scholarship, thereby enhancing its value. The American Association of Higher Education created the Forum on Faculty Roles and Rewards to advocate for a balance between teaching and research. The Ohio legislature required faculty members in public institutions to increase their time spent on teaching by 10 percent. Roy Romer, governor of Colorado, suggested that some Colorado two-year colleges receive authority to offer baccalaureate degree programs because of their commitment to teaching.

Campus leaders picked up the theme. University of Massachusetts-Amherst Chancellor David Scott, for example, saw a restored balance between teaching and research as fundamental to reinventing the university for the twenty-first century.[3] Several engineering colleges formed coalitions to enhance undergraduate education on their campuses.[4] Many colleges and universities emulated Penn State's example by forming institutes to promote innovations in teaching and learning.

But countervailing forces persisted. The faculty labor market, some observers argued, is national and based primarily on enhancing prestige through research productivity.[5] Administrators and faculty in all types of institutions therefore use similar research-oriented criteria in hiring and in rewarding existing faculty. Institutional drift, defined by sociologist Martin Trow as the process whereby lower status institutions mimic the behavior of higher status schools, continues in force.[6]

This chapter examines whether the substantial push for greater balance between teaching and research since 1988 is reflected in a key reward—faculty pay. Has the monetary value of teaching increased in the intervening five years?

DIFFERING PERSPECTIVES ON FACULTY PAY

Theories of faculty pay, according to economist Lee Hansen, can be categorized into two principal groups. According to these theories, aside from the obvious impact of external influences such as state budget allocations, faculty pay is either a function of market competition or institutional forces. Two schools of thought emphasize the *market* model.[7] One school focuses on an emerging national labor market based on two highly valued commodities, research and scholarly prestige.[8] Institutions of all types—members of this school emphasize institutional drift—value prospective and current faculty who exhibit research promise or research productivity.[9]

The market segmentation school, the second market-based camp, holds the opposite: Institutions of distinct types and missions value distinct behaviors in faculty. Teaching-oriented institutions pay their most productive and highest quality teachers more than faculty who publish and obtain external funding. Research universities pay their faculty in line with research productivity. Breneman and Youn summarize this position as follows: "large research universities and graduate-training institutions are in the market for different kinds of services than are institutions that emphasize undergraduate teaching...; organizations with an emphasis on research offer a distinctively different form of reward."[10]

Some social scientists see faculty pay as an expression of institutional norms and values irrespective of espoused mission, and holding other influences constant.[11] Institutions that actually value teaching will pay their productive teachers the most, and institutions valuing research will pay their productive researchers the most.

PREVIOUS RESEARCH

Using a sample of 5,056 full-time tenure-track faculty from two- and four-year colleges in the NSOPF-88 data, we found substantial evidence for an emerging national market, slim evidence for a segmented market, and support for the view that pay reflects institutional norms and values:[12] Measures of teaching activity and productivity were unrelated or negatively related to faculty pay irrespective of type of institution or program area.[13] In contrast, research productivity, especially refereed publications, was uniformly, positively related to pay, again regardless of type of institution or program area.

THE 1992-1993 STUDY

We employed the 1992-93 National Survey of Postsecondary Faculty (NSOPF-93), sponsored by the National Center for Education Statistics, to examine whether, five years later, faculty pay better enhances the value of teaching.[14] This chapter focuses on the 13,080 full-time, tenure-track faculty in two- and four-year colleges and universities responding to the survey—2,454 in public two-year colleges, 7,835 in public four-year institutions, and 2,791 in independent four-year institutions.

Indicators and Scales

This study, like our analysis of NSOPF-88, used *basic salary* from the academic institution as the measure of pay.[15] Basic salary excludes supplemental income, such as monies from summer teaching or funded research, and from consulting. Analyses of simple bivariate relationships between salary and various faculty behaviors used the raw form of basic salary. Complex multivariate analyses used the log transformation of basic salary, consistent with econometric studies, and took length of contract (nine- or 12-month) into account.[16]

The study used several measures of faculty teaching and research activity and productivity.[17] Consistent with the NSOPF 1988 analysis, measures of teaching-related activities and workloads included:

- the faculty member's estimate of the *percent of time spent on teaching and instruction*, including teaching, advising, and supervising students; grading papers, preparing courses, and developing new curricula; and working with student organizations.
- *hours spent in the classroom per week*.
- whether or not the faculty member *taught only graduate students* or *taught only undergraduate students* .[18]

We added a new variable to estimate teaching workload more accurately:

- the *number of independent study contact hours per week.*

The study included three measures of research and scholarly activity and productivity used in the *NEA 1994 Almanac:*

- *percent of time spent on research and scholarship,* including time spent conducting research, preparing or reviewing articles or books, attending or preparing to attend professional meetings, and seeking outside funding for research.
- *total refereed publications during the career,* including articles, chapters in edited volumes, textbooks, other books, monographs, and reviews of books and articles.[19]
- whether or not the respondent was a *principal investigator* or co-principal investigator (PI) of an externally funded research project during fall 1992.[20]

Multivariate analyses also included several control variables, each potentially related to faculty pay, to obtain more accurate estimates of the relationships between teaching, research, and faculty pay. A structural factor in faculty pay is the *length of contract* (nine- or 12-month). Other scholars have found relationships between academic discipline and pay.[21] This study grouped faculty appointments into 10 program areas: agriculture/home economics, business, education, engineering, fine arts, health sciences, humanities, natural sciences, social sciences, and other fields. *High paying field* was derived from the ranking of average pay in each program area relative to the overall national average.[22]

Previous research found relationships between several personal characteristics and salary, including *seniority, gender, race/ethnicity,* and working in an institution *under a collective bargaining agreement.*[23] Measures of seniority include *years since attained the highest degree, time in current rank* —years since achieving the rank held at the institution that employed the faculty member in fall 1992—and *years at the current institution.*

This study, like the earlier study, created scales to reduce the possibility of multicollinearity in multiple regression analyses. We found a high, negative relationship between time spent on teaching and time spent on research—-.59 at four-year colleges; -.32 in two-year colleges. This amounts to an exchange relationship at four-year colleges—the more time spent on one activity, the less spent on the other. We therefore substituted a single scale—*more research/less teaching,* calculated by subtracting percent of time spent on teaching from percent of time spent on research—for the two indicators of time allocation in the multivariate analyses.

We also found high, positive correlations between years since attained the highest degree, years in rank, and years in the current institution, ranging from .68 to .71 in four-year institutions, and .42 to .63 in two-year colleges. We used *years since attained the highest degree* in the regression analyses, the variable with the highest correlation with basic salary.[24]

RESULTS

Table 1 shows the means and variances for study variables.[25] We separated indicators into quartiles and then examined salary differences by faculty teaching and research activity in four-year institutions.[26] We supplemented these bivariate analyses by studying the correlations between measures of faculty activities and faculty pay. The multivariate analyses consisted of semi-log regression models of the logarithmic transformation of basic salary on various control variables and on our measures of teaching and research. We completed separate analyses for different types of institution and program areas and compared our results to similar analyses of NSOPF-88 data, when possible.[27]

Institutional Type and Program Area

In 1992-93, as in 1987-88, basic salary varied by type of institution (Table 2). Faculty in "other four-year" institutions—primarily separate engineering and medical colleges—received the highest average salaries (about $67,000), followed in descending order by faculty in research universities (about $63,000), doctoral-granting universities (about $50,000), comprehensive colleges and universities (about $45,000), and liberal arts colleges (about $40,000).[28] The same relationship between type of institution and faculty salary held for public institutions.[29] At independent institutions, faculty members in research universities received the highest salaries, followed by faculty in "other four-year" institutions, doctoral-grant-

TABLE 1

MEANS AND VARIANCES FOR STUDY VARIABLES

	PUBLIC						INDEPENDENT		
	Four-year			Two-Year			Four-Year		
	Mean	SD	SE	Mean	SD	SE	Mean	SD	SE
Income									
Basic Salary ($)	53,550	29,216	428	41,199	10,530	222	51,697	24,978	496
Log (Basic Salary)	10.82	.36	.005	10.59	.26	.006	10.76	.41	.008
Control Variables									
% on 12-month Appt	24.42	42.96	.605	16.67	37.27	.752	25.44	43.55	.824
High Paying Field*	-.29	.77	.011	NA	NA	NA	-.39	.74	.014
Years Since Attained Highest Degree	17.42	9.76	.138	17.23	9.32	.190	17.23	10.17	.193
Years in Current Rank**	8.98	7.32	.106	8.88	7.44	.165	8.08	7.03	.137
Years at Current Institution**	12.78	9.36	.135	13.00	8.82	.182	12.34	9.91	.193
% Racial/Ethnic Minority	12.97	33.60	.473	15.52	36.21	.731	10.26	30.34	.574
% Male	76.75	42.24	.595	58.77	49.22	.994	73.46	44.16	.836
% Under Collective Bargaining Agreement	22.30	41.62	.603	61.23	48.72	.010	7.10	25.69	.501
Teaching									
% Time, Teaching	50.58	24.55	.350	71.38	23.61	.484	53.92	22.78	.494
Hours in Class/Week	9.06	6.68	.097	15.58	8.72	.179	9.53	6.63	.128
Independent Study Contact Hours/Week	6.95	10.83	.152	5.12	12.49	.252	5.44	10.15	.192
Taught only Undergraduates	52.44	49.94	.703	NA	NA	NA	60.00	48.99	.927
Taught only Graduate Students	19.46	39.59	.557	NA	NA	NA	19.75	39.81	.754
More Research/Less Teaching***	-26.32	39.96	.570	-66.49	27.51	.564	-3.30	42.19	.810
Research									
% Time, Research	24.28	20.41	.291	4.88	8.43	.173	20.66	21.05	.404
Career Publications (Refereed)	26.32	44.76	.635	2.81	11.39	.232	22.74	41.53	.793
% Principal Investigator, Funded Research Project	31.27	46.36	.653	3.56	18.53	.374	23.97	42.69	.808
Administration									
% Department Chair	12.29	32.83	.472	15.41	36.10	.745	21.94	41.39	.802

** -1= below average, 0 = average, 1 = above average*

*** Not used in analysis*

**** Scale from -100 to +100*

NA = Not Applicable

SE= Standard Error

SD = Standard Deviation

SOURCE: NSOPF 1993

ing universities, comprehensive colleges and universities, and liberal arts colleges.[30] The average pay of faculty members in public two-year colleges was about $42,000 in 1992-93.

These results resemble the 1987-88 patterns. Two key exceptions were the higher pay

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in independent research universities than in independent "other four-year" institutions, and the significantly higher pay in public doctoral-granting institutions than in public comprehensive colleges.[31]

In 1992-93, faculty in engineering and the health sciences received average salaries above the national norm (Table 3). Faculty in agriculture/home economics, business, and natural sciences were paid at the national average. Faculty in education, fine arts, humanities, social sciences, and other fields were paid, on average, below the national norm.[32] The 1987-88 and 1992-93 patterns are identical.

Faculty Activities and Pay: Bivariate Analyses

This section examines the bivariate relationships between pay with measures of teaching and research activity and productivity, by type of institution and by control. We also examine the relationship between pay and chairing a department during fall 1992, a measure of administrative effort.

Teaching/Instruction

Teaching-related indicators included percent of time spent on teaching and instruction, hours in class per week, independent study contact hours per week, and type of students taught (undergraduate only, graduate only, or both).

For both public and independent colleges and universities, pay was inversely related to time spent on teaching: the more time spent on teaching, the less the pay (Table 4).[33] For public institutions, faculty in the bottom quartile—less than 31 percent—averaged about $65,000; faculty in the 70+ percent quartile made about $44,000. At independent institutions, faculty in the bottom quartile averaged about $69,000; faculty in the 70+ percent quartile earned about $40,000. The 1987-88 and 1992-93 patterns are nearly identical.

The inverse relationship between pay and time spent on teaching held for each type of public institution, although the difference in pay between faculty in the 51-70 percent and the 70+ percent quartiles was not appreciable in research universities or in "other four-year" institutions.[34] Results for 1987-88 and 1992-93 were similar, though the pay gap between faculty in 70+ and the 51-70 percent quartiles at public research universities diminished (approximately $49,000 versus $51,000 in 1992-93).

Pay varied inversely with time spent on teaching at independent research universities, comprehensives, and "other four-year" institutions. The relationship was dichotomous at independent doctoral-granting universities: Faculty in the lower two quartiles were paid significantly more than colleagues in the upper

TABLE 2

BASIC SALARY (MEANS), BY SOURCE OF CONTROL AND TYPE OF INSTITUTION

	Total	SE	Public	SE	Independent	SE
All Four-Year	52,976	330	53,550	428	51,697	496
Research	63,132	1,030	61,154	1,223	71,292	1,667
Doctoral	50,082	452	48,567	549	53,512	778
Comprehensive	44,890	237	45,235	247	43,844	590
Liberal Arts	39,684	465	NA	NA	39,684	465
Other	67,138	1,698	68,965	1,967	64,016	3,196
Public Two-Year	41,199	222				

NA = Not Applicable

SOURCE: NSOPF 1993

TABLE 3

BASIC SALARY (MEANS), BY SOURCE OF CONTROL AND PROGRAM AREA: FOUR-YEAR INSTITUTIONS

Program Area	Total	SE	Public	SE	Independent	SE
Agriculture-Home Economics	54,421	1,261	52,850	1,312	46,066	3,702
Business	54,861	809	56,646	859	50,702	1,729
Education	44,516	506	45,290	564	40,965	1,098
Engineering	58,050	931	58,176	1,092	57,527	1,823
Fine Arts	41,729	605	42,448	770	40,594	971
Health Sciences	74,018	2,260	75,690	2,962	70,010	2,878
Humanities	45,287	395	45,721	484	44,547	672
Natural Sciences	54,045	543	53,956	628	54,237	1,040
Social Sciences	49,913	547	49,770	652	50,156	969
Other	49,340	742	48,272	766	51,408	1,510

SOURCE: NSOPF 1993.

TABLE 4

BASIC SALARY (MEANS), BY SOURCE OF CONTROL, TYPE OF INSTITUTION, AND TEACHING-RELATED VARIABLES: PUBLIC AND INDEPENDENT FOUR-YEAR INSTITUTIONS

	Percent of Time Spent on Teaching and Instruction							
	< 31%	SE	31-50%	SE	51-70%	SE	> 70%	SE
Public								
All Four-Year	64,775	912	54,291	1,209	47,264	410	44,390	370
Research	68,259	1,590	60,925	3,184	51,286	983	49,180	1,419
Doctoral	57,617	1,464	46,579	808	46,245	887	42,811	866
Comprehensive	51,686	725	46,570	509	44,373	472	42,626	368
Other Four-Year	80,283	3,493	67,756	3,244	57,722	3,682	52,253	2,764
Independent								
All Four-Year	68,611	1,514	54,780	943	44,952	627	40,402	472
Research	79,498	2,611	67,229	2,683	60,704	3,818	50,533	2,161
Doctoral	56,770	1,404	57,737	1,514	49,207	1,515	47,484	1,453
Comprehensive	52,206	3,012	46,182	1,260	43,151	794	39,985	684
Liberal Arts	41,059	1,598	43,076	1,327	40,556	878	37,708	613
Other Four-Year	85,732	6,135	53,616	4,031	42,409	1,879	41,517	5,075

TABLE 4 (CONTINUED)

BASIC SALARY (MEANS), BY SOURCE OF CONTROL, TYPE OF INSTITUTION, AND TEACHING-RELATED VARIABLES: PUBLIC AND INDEPENDENT FOUR-YEAR INSTITUTIONS

	Hours in Class Per Week							
	<6	SE	6-8	SE	9-12	SE	>12	SE
Public								
All Four-Year	64,374	1,340	52,559	608	46,670	420	46,781	403
Research	68,332	2,522	56,975	1,275	49,679	1,155	55,187	1,749
Doctoral	54,150	1,322	47,629	817	44,636	862	46,868	1,274
Comprehensive	49,009	802	47,331	647	44,977	451	43,369	344
Other Four-Year	81,165	3,473	59,461	2,954	62,262	4,088	56,898	2,734
Independent								
All Four-Year	65,312	1,333	54,055	901	44,780	694	43,205	763
Research	73,911	2,215	67,043	2,759	71,988	10,220	67,157	4,962
Doctoral	57,765	1,652	55,300	1,277	46,972	1,220	48,882	1,888
Comprehensive	52,120	3,106	46,601	1,368	43,552	790	40,590	801
Liberal Arts	40,914	1,629	45,830	1,298	40,850	732	35,721	608
Other Four-Year	74,161	5,615	53,501	4,974	50,469	3,397	62,173	6,414

	Independent Study Contact Hours Per Week							
	0	SE	1-3	SE	4-8	SE	>8	SE
Public								
All Four-Year	49,233	499	54,854	1,204	53,064	687	56,323	728
Research	57,618	1,607	64,939	3,787	59,634	1,675	60,952	1,371
Doctoral	46,115	936	48,872	1,069	47,749	988	50,862	1,253
Comprehensive	44,266	412	45,848	465	45,141	573	45,992	580
Other Four-Year	63,112	3,481	67,029	4,508	64,909	2,455	74,129	3,894
Independent								
All Four-Year	48,965	860	49,836	785	56,031	1,212	53,961	1,262
Research	74,217	4,598	63,278	2,489	75,004	2,786	76,510	3,927
Doctoral	54,220	1,489	58,177	1,614	49,827	1,578	50,527	1,368
Comprehensive	43,605	914	41,734	782	45,666	1,601	46,203	1,923
Liberal Arts	38,073	695	40,647	857	40,279	1,033	39,976	1,332
Other Four-Year	54,043	4,334	61,353	6,000	80,398	7,982	60,581	6,896

	Type of Students Taught					
	Undergraduate	SE	Both	SE	Graduate	SE
Public						
All Four-Year	48,047	320	50,689	503	66,339	1,938
Research	55,273	1,078	54,893	1,107	70,284	3,770
Doctoral	46,098	636	46,143	778	56,459	1,671
Comprehensive	44,450	287	47,117	556	48,148	966
Other Four-Year	49,469	1,574	62,771	4,475	79,938	3,289

TABLE 4 (CONTINUED)

BASIC SALARY (MEANS), BY SOURCE OF CONTROL, TYPE OF INSTITUTION, AND TEACHING-RELATED VARIABLES: PUBLIC AND INDEPENDENT FOUR-YEAR INSTITUTIONS

	Type of Students Taught					
	Undergraduate	SE	Both	SE	Graduate	SE
Independent						
All Four-Year	43,044	371	52,522	1,014	70,493	1,657
Research	57,644	2,134	64,727	3,285	79,080	3,085
Doctoral	50,786	964	49,770	1,093	65,654	2,137
Comprehensive	41,014	516	47,980	1,132	54,177	3,232
Liberal Arts	39,645	483	40,460	2,160	NA	NA
Other Four-Year	38,926	1,779	45,727	1,729	67,736	4,191

NA = Not Applicable

SOURCE: NSOPF 1993

two quartiles. Faculty in the 70+ quartile at independent liberal arts colleges received significantly less pay than colleagues in the lower three quartiles.[35]

The 1987-88 and 1992-93 results were similar with two exceptions:

- pay did not vary by quartile of time spent on teaching at liberal arts colleges in 1987-88; in 1992-93 it did.

- pay was more strongly and negatively related to time spent on teaching in 1992-93 than in 1987-88 at independent comprehensive colleges and universities.

These two examples of the inverse relationship between pay and teaching effort applied to the most teaching-oriented independent institutions.

Pay decreased as hours spent in the classroom per week increased at all types of institutions.[36] The one exception among public institutions: research universities, where pay decreased until reaching 12 hours per week in the classroom, when it increased.[37] But, even here, faculty members spending the fewest hours in the classroom received the most pay. The 1987-88 and 1992-93 patterns are identical.

Independent institutions show more complex relationships between hours spent in the classroom per week and pay, though the general pattern holds.[38] Faculty spending the least time in class at research universities and "other four-year" institutions made the most money, but the trend was not linear as hours in class increased. Faculty spending less than nine hours in class per week at doctoral-granting universities received significantly higher salaries than colleagues in the 9-12 and 12+ hours categories. Pay decreased directly with hours spent in the classroom at comprehensive colleges and universities. Pay initially increased with time spent in the classroom at liberal arts colleges, but then decreased so that faculty spending the most time in class received the lowest pay. Pay was more strongly and negatively related to hours spent in the classroom in comprehensive institutions in 1992-93 than in 1987-88; otherwise, the patterns in the two samples are similar.

Independent study contact hours per week, in contrast to time spent on teaching and hours spent in the classroom per week, was somewhat positively related to pay.[39] Seniority may explain this result—senior faculty may be more likely to supervise independent studies than juniors. This pattern varied substantially by type of institution. Pay varied little by independent study contact hours for faculty in research universities, though it went up and down a bit in independent institutions.[40] Pay increased slightly with greater independent study contact hours in public doctorals, but it declined slightly in independent doctorals.[41] Pay tended to increase with independent study contact hours in public and independent comprehensive colleges and universities, liberal arts colleges, and public "other four-year" institutions.[42] Comparable data for 1987-88 are not available.

Faculty who taught only graduate students in 1992-93 received higher salaries on average than colleagues who taught both undergraduates and graduates or only undergraduates.[43] This pattern held true for faculty in all types of public[44] and independent[45] institutions, except for liberal arts colleges where the typology does not apply.

Research/Scholarship

Measures of research and scholarship included percent of time spent on those activities, number of refereed publications during the career, average number of refereed publications per year—a variable that takes length of time in the faculty position into account—and being a principal or co-principal investigator (PI) on an externally funded research project during fall 1992.

The more time spent on research and scholarship, NSOPF-93 data show, the higher the pay.[46] This result held everywhere—the pay differential between faculty members spending the most and the least time on research averaged about $11,000 in public four-year institutions, and about $16,000 in the independents— but the *patterns* of pay by time spent on research varied substantially by type of institution (Table 5).

Research universities did not show linear, or ever-increasing, rewards for scholarship. Faculty at public universities in the top quartile of time spent on research (35+ percent) earned significantly more than faculty in the bottom quartile (less than 7 percent); at independent research universities, faculty in the 35+ percent category made significantly more than their colleagues in all other categories.[47] This pattern resembled the 1987-88 trend, though pay varied in a more linear fashion in 1987-88 for faculty at independent research universities.

NSOPF-88 and NSOPF-93 data showed the same dichotomous result for faculty members in public and independent doctoral-granting universities: Faculty who spent the most time on research made the most money at the publics; faculty who spent the least time on research made the least money at the independents.[48] Pay increased in a more linear fashion with time spent on research for faculty in all comprehensives in 1987-88 and in 1992-93.[49]

These variables were unrelated at public "other four-year" institutions and only marginally related at independent "other four-year" schools.[50] Pay increased with time spent on research for faculty in liberal arts colleges; this relationship was not significant in 1987-88.[51]

The greater the publishing productivity the higher the average pay for full-time, tenure-track faculty in public and independent institutions, in 1987-88 and 1992-93. This relationship held true for career publications[52] and for average publications per year,[53] irrespective of type of institution or source of control.

PIs received higher pay, on average, than non-PIs at all types of institution and sources of control, except at independent doctoral-granting universities.[54] PIs at liberal arts colleges made significantly more money than non-PIs in 1992-93, the only change between 1987-88 and 1992-93 results.

Administration

Faculty members in public institutions who served as department chairs in fall 1992 received higher than average pay (Table 6).[55] Among the independents, this pattern applied only to chairs at doctoral-granting universities, liberal arts colleges, and "other four-year" institutions.[56]

Correlational Analyses

Table 7 shows the intercorrelations between salary and teaching, research, and administration by type of institution for 1987-88 and 1992-93. Pay and time spent on teaching and instruction were inversely related for each type of institution, including modest negative relationships for faculty in liberal arts colleges and community colleges. The relationship was more strongly negative in 1992-93 for faculty in public comprehensives, but less strongly negative in public research universities. Pay and hours spent in the classroom per week were also negatively related at most institutions—slightly more so in public institutions in 1992-93 than in 1987-88; this association was about the same at independent institutions, except for doctoral-granting

TABLE 5

BASIC SALARY (MEANS), BY SOURCE OF CONTROL, TYPE OF INSTITUTION, AND RESEARCH-RELATED VARIABLES: PUBLIC AND INDEPENDENT FOUR-YEAR INSTITUTIONS

	Percent Time Spent on Research and Scholarship							
	< 7%	SE	7-19%	SE	20-34%	SE	>34%	SE
Public								
All Four-Year	48,887	569	50,898	583	53,323	675	60,051	1,411
Research	57,047	1,947	60,453	2,091	60,030	1,543	63,394	2,569
Doctoral	46,316	1,072	47,633	1,053	45,818	840	53,535	1,273
Comprehensive	43,937	382	45,131	440	45,820	556	48,749	837
Other Four-Year	70,320	4,939	66,560	3,363	67,182	3,447	70,860	2,796
Independent								
All Four-Year	42,156	615	48,136	830	55,285	1,059	68,310	1,476
Research	61,984	4,718	67,710	4,668	64,726	2,282	77,483	2,525
Doctoral	46,059	1,314	53,224	1,672	57,174	1,557	54,602	1,295
Comprehensive	40,193	643	42,575	746	48,504	1,885	55,315	2,957
Liberal Arts	36,737	555	41,259	898	43,489	1,191	50,202	3,178
Other Four-Year	55,965	5,025	55,168	5,187	80,269	8,215	68,669	6,383

	Number of Refereed Publications (Career)							
	<3	SE	3-10	SE	11-29	SE	>30	SE
Public								
All Four-Year	45,543	418	46,156	443	51,858	492	69,811	1,607
Research	54,506	1,582	50,895	1,439	53,709	1,096	72,315	2,765
Doctoral	41,708	1,019	41,837	635	49,212	847	61,494	1,419
Comprehensive	41,642	349	43,733	414	49,505	529	55,366	892
Other Four-Year	54,133	2,346	61,711	3,387	62,828	2,713	88,499	4,473
Independent								
All Four-Year	40,426	542	47,100	785	54,467	1,034	73,159	1,406
Research	62,207	4,293	54,245	2,117	63,612	3,067	83,140	2,494
Doctoral	45,592	1,411	49,318	1,699	54,951	1,412	62,569	1,299
Comprehensive	39,229	590	45,162	1,136	46,768	1,190	59,491	4,127
Liberal Arts	34,539	493	40,438	753	45,347	1,017	57,289	2,343
Other Four-Year	48,680	4,019	74,223	8,720	71,956	7,515	70,463	5,703

	Average Publications per Year (Career)							
	< 17	SE	.17- 845	SE	.846-2	SE	>2	SE
Public								
All Four-Year	47,384	465	49,332	430	53,623	586	63,079	1,562
Research	56,468	1,654	55,423	1,419	56,973	1,125	68,463	2,918
Doctoral	43,575	1,155	47,033	761	49,429	951	53,018	1,436
Comprehensive	43,014	374	46,035	429	46,977	576	46,736	849
Other Four-Year	59,911	3,253	56,215	2,130	75,342	3,761	80,939	4,894

TABLE 5 (CONTINUED)

BASIC SALARY (MEANS), BY SOURCE OF CONTROL, TYPE OF INSTITUTION, AND RESEARCH-RELATED VARIABLES: PUBLIC AND INDEPENDENT FOUR-YEAR INSTITUTIONS

	Average Publications per Year (Career)							
	< 17	SE	17-.845	SE	846-2	SE	>2	SE
Independent								
All Four-Year	41,901	596	48,901	819	54,804	1,135	66,561	1,373
Research	63,994	4,534	61,841	3,407	67,209	3,342	77,276	2,469
Doctoral	50,571	1,893	52,066	1,831	54,186	1,106	56,533	1,486
Comprehensive	40,057	649	46,297	1,054	44,841	1,297	51,312	3,494
Liberal Arts	35,967	545	41,421	810	44,431	1,404	44,777	1,939
Other Four-Year	50,823	4,689	67,223	7,042	70,234	7,912	70,564	5,360

	Status as Principal Investigator (PI)			
	Not PI	SE	PI	SE
Public				
All Four-Year	49,598	307	62,093	1,279
Research	56,550	862	66,137	2,426
Doctoral	46,385	564	53,762	1,232
Comprehensive	44,838	261	47,830	727
Other Four-Year	64,267	2,650	74,961	2,832
Independent				
All Four-Year	47,201	467	66,652	1,387
Research	62,579	2,128	79,626	2,408
Doctoral	53,362	949	53,957	1,279
Comprehensive	42,906	550	51,905	3,051
Liberal Arts	39,154	492	43,798	1,338
Other Four-Year	59,660	3,412	75,644	7,220

SOURCE NSOPF 1993

universities, where the relationship became more strongly negative.

Pay and independent study contact hours per week were unrelated, according to the intercorrelations. In 1992-93, as in 1987-88, pay and teaching only undergraduates were negatively related; pay and teaching only graduate students were positively related.

Consistent with the bivariate analyses, pay and spending more time on research were positively related. The strongest correlate of faculty pay, in general, was career publications. This relationship remained at least as strong in 1992-93 as in 1987-88; it was even stronger in independent doctoral-granting universities, comprehensive institutions, and liberal arts colleges. Being a principal investigator was positively related to pay in some types of institutions, unrelated to pay in others.

Summary

In 1992-93, as in 1987-88, pay and teaching activity and productivity were negatively correlated; pay and scholarly productivity were positively correlated—both with occasional exceptions.

TABLE 6

BASIC SALARY (MEANS), BY SOURCE OF CONTROL, TYPE OF INSTITUTION, AND ADMINISTRATIVE-RELATED VARIABLE: PUBLIC AND INDEPENDENT FOUR-YEAR INSTITUTIONS

	Department Chair			
	No	SE	Yes	SE
Public				
All Four-Year	51,183	466	64,701	1,227
Research	59,186	1,355	77,547	3,193
Doctoral	46,310	510	62,933	2,230
Comprehensive	44,257	260	51,333	727
Other Four-Year	64,794	1,794	93,263	8,053
Independent				
All Four-Year	51,413	557	52,260	1,158
Research	70,637	1,774	74,473	5,055
Doctoral	52,739	891	57,167	1,635
Comprehensive	43,293	649	45,591	1,526
Liberal Arts	38,716	569	41,559	841
Other Four-Year	58,636	3,299	76,717	7,495

SOURCE NSOPF 1993

Faculty Activities and Pay: Multivariate Analyses

Bivariate relationships do not examine other factors in pay, such as seniority and highest degree attained. We therefore examined semi-log regression models to estimate the effects of teaching and research on faculty pay more accurately, using the logarithmic transformation of basic salary [hereafter log (basic salary)] as the criterion. The regression models accounted for between 39 and 60 percent of the variance in log (basic salary) for faculty members in four-year institutions, and 28 percent in public two-year colleges (Table 8). For analyses by program area, the model accounted for between 49 and 72 percent of the variance in log (basic salary) (Table 9). The slightly different mix of variables and scales used in 1987-88 permitted only approximate comparisons. This discussion focuses on the relative importance of teaching and research in faculty pay, not on the control variables.

Type of Institution

Publishing, spending more time on research and less on teaching, and teaching only graduate students were the three strongest behavioral predictors of pay for faculty in public research universities (Table 8). Spending more hours teaching in the classroom showed a modest, negative relation to pay. The behavioral relationships with pay for faculty in independent research universities were similar; being a PI was an additional positive factor.

Spending more time on research and less on teaching, publishing, and teaching only graduate students were positive indicators of pay for faculty in public and independent doctoral-granting universities. Spending fewer hours in the classroom was also positively indicative of pay for faculty at independent doctoral-granting institutions. Comprehensive colleges and universities, public and independent, showed almost identical patterns. Publishing productivity was strongly, positively related to pay at independent liberal arts colleges. So were spending more time on research and less on teaching, and being a PI; pay and spending more hours in classroom instruction were negatively related.

Publishing was also a significant, positive predictor of pay for faculty in "other four-year" public institutions; independent study contact hours was the only positively related instruction-related indicator. Spending more time on research and less on teaching was positively related to pay for faculty in "other four-year" independent institutions, but publishing productivity was not significantly related to pay. Faculty in public two-year colleges who spent more time on research and less on teaching, and who published more, received the highest pay.

The difference in specific measures between 1987-88 and 1992-93 made direct comparisons impossible, but our results indicate the continued importance of publishing productivity in faculty pay, even in community colleges. Spending more time on research and less on teaching showed a more consistent, positive relationship to pay in 1992-93, across type of institution, than in 1987-88. Spending more hours in class was positively related to pay for faculty in public doctoral-granting and comprehensive institutions in 1987-88; by 1992-93, it was a negative factor in doctoral-

TABLE 7

CORRELATIONS BETWEEN FACULTY WORKLOAD WITH BASIC SALARY, BY TYPE OF INSTITUTION

	1	2	3	4	5	6	7	8	9
Public									
All Four-Year									
1993	-.28	-.13	.06	-.20	.21	.17	.38	.20	.14
1988	-.40	-.02	NA	.05	.27	.19	.38	.26	NA
Research									
1993	-.20	-.09	.01	-.12	.15	.08	.32	.12	.14
1988	-.32	.11	NA	-.02	.17	.05	.34	.21	NA
Doctoral									
1993	-.34	-.06	.10	-.15	.20	.19	.46	.20	.33
1988	-.32	-.10	NA	.09	.30	.17	.43	.26	NA
Comprehensive									
1993	-.25	-.13	.02	-.10	.07	.11	.27	.08	.20
1988	-.36	-.06	NA	.07	.33	.07	.23	.12	NA
Other Four-Year									
1993	-.34	-.14	.11	-.40	.25	.04	.48	.16	.29
1988	NA	NA	NA	NA	NA	NA	NA	NA	NA
Public Two-Year									
1993	-.11	-.05	.03	NA	NA	.04	.11	.00	.09
1988	-.06	-.04	NA	NA	NA	.07	.06	NA	NA
Independent									
All Four-Year									
1993	-.45	-.18	.04	-.43	.36	.38	.47	.33	.01
1988	-.46	-.15	NA	.00	.28	.25	.46	.30	NA
Research									
1993	-.30	.04	.12	-.27	.23	.20	.40	.29	.05
1988	-.36	-.04	NA	-.02	.22	.01	.44	.12	NA
Doctoral									
1993	-.22	-.23	-.14	-.15	.36	.12	.33	.01	.09
1988	-.18	-.13	NA	.05	.20	.13	.19	.21	NA
Comprehensive									
1993	-.24	-.10	.07	-.28	.20	.25	.37	.16	.06
1988	-.25	-.13	NA	.19	.38	-.01	.21	.06	NA
Liberal Arts									
1993	-.13	-.18	.01	NA	NA	.26	.44	.12	.10
1988	-.07	-.14	NA	NA	NA	.13	.32	.03	NA
Other Four-Year									
1993	-.57	.06	-.01	-.44	.09	.08	.26	.19	.22
1988	-.41	-.04	NA	-.10	-.04	.10	.35	.32	NA

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1 = Percent of time on teaching/instruction
2 = Number of hours teaching in class per week
3 = Independent study contact hours per week
4 = Taught only undergraduate students
5 = Taught only graduate students
6 = Percent of time on research/scholarship
7 = Number of refereed publications, career
8 = Principal investigator on research project, Fall 1992
9 = Department chair

NA = Not applicable or not available

SOURCES: NSOPF 1988, NSOPF 1993

TABLE 8

SIGNIFICANT PREDICTORS OF LOG (BASIC SALARY)—FOUR-YEAR AND TWO-YEAR INSTITUTIONS)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Public														
Research	R square = 54		N (unweighted) = 822											
Beta	142	.122	014		097		124	145	001		.001		-.004	082
Beta-Std	181	264	385		104		.089	.118	101	157		-.063		107
P Level	.0001	0001	0001		0001		.0004	0001	.0003	.0001		01		.0001
Doctoral	R square = 57		N (unweighted) = 823											
Beta	105	.084	015		.058		.188	143	001	.001				052
Beta-Std	134	204	478		081		.190	.155	129	139				064
P Level	.0001	.0001	.0001		001		.0001	0001	.0001	.0001				007
Comprehensive	R square = 43		N (unweighted) = 2143											
Beta	.074	082	.013		061	097	192	.071	.001	.001				035
Beta-Std	.094	194	432		.101	.173	.269	.089	141	.124				033
P Level	0001	0001	.0001		.0001	.0001	0001	0001	.0001	0001				05
Other Four-Year	R square = 60		N (unweighted) = 227											
Beta	113		.010		.103	.179	.216	.229		002			005	
Beta-Std	148		.291		.126	.202	.236	.200		.217			136	
P Level	007		0001		.01	.0001	.0001	0001		0001			004	
Two-Year	R square = 28		N (unweighted) = 1996											
Beta	058	NA	011	046	.047	113	099	074	.001	.001				NA
Beta-Std	083	NA	.403	061	.089	209	157	101	.079	060				NA
P Level	.0001	NA	0001	001	0001	0001	0001	.0001	.0001	.002				NA
Independent														
Research	R square = 48		N (unweighted) = 244											
Beta	105		.018				290		001	001	113			092
Beta-Std	125		.507				154		128	124	139			113
P Level	.01		0001				003		02	04	01			03
Doctoral	R square = 46		N (unweighted) = 441											
Beta	060	037	.014		068		204		002	001		.006		181
Beta-std	084	083	.435		086		165		195	109		.084		242
P Level	03	03	.0001		03		0001		0001	008		03		0001
Comprehensive	R square = 39		N (unweighted) = 734											
Beta		070	013		056		.266	-.043	002	001				117
Beta-std		152	403		082		364	-.057	189	079				110
P Level		.0001	0001		007		0001	05	0001	.01				0002
Liberal Arts	R square = 52		N (unweighted) = 673											
Beta			.013		036		236		001	004	.057	-.004		NA
Beta-std			.445		057		354		111	227	.061	-.086		NA
P Level			0001		05		0001		0001	0001	03	.002		NA

TABLE 8 (CONTINUED)

SIGNIFICANT PREDICTORS OF LOG (BASIC SALARY)—FOUR-YEAR AND TWO-YEAR INSTITUTIONS)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Other Four-Year	R square = 47			N (unweighted) = 113										
Beta		166	.015				.232	.169	.003					
Beta-std		314	.334				.203	.152	.268					
P Level		.0002	.0001				.03	.04	.007					

1 = On a twelve month appointment
2 = High paying field
3 = Years since attained highest degree
4 = Minority
5 = Male
6 = In an institution with collective bargaining
7 = Highest degree
8 = Department chair
9 = More research/less teaching
10 = Total refereed publications, career
11 = Principal investigator, funded research
12 = Hours in class/week
13 = Independent study contact hours
14 = Taught only graduate students
Beta-Std = Standardized regression coefficient
NA = Not Applicable

SOURCE: NSOPF 1993

granting universities and unrelated to pay in the comprehensives.

Research and scholarly productivity continued as strong indicators of faculty pay in 1992-93. Teaching activity and productivity were either unrelated or negatively related to basic salary in 1992-93, as in 1987-88.

Program Area

The research and graduate-oriented model underlying high prestige in academe also appeared in analyses by discipline.[57] Faculty who spent more time on research and less time on teaching received higher pay in every field except agriculture/home economics and engineering. Publishing productivity was indicative of higher pay in all fields except fine arts[58] and "other" fields. Pay and being a PI were positively related in the health sciences and in the social sciences. Teaching only graduate students was positively related to pay for faculty members in business, the humanities, the natural sciences, the social sciences, and other fields.

Hours in class per week and pay, in contrast, were unrelated in eight fields, and negatively related in business and the humanities. We found only one positive relationship between instruction-related activities and pay in any program area—generating larger numbers of contact hours through independent study in agriculture/home economics.

CONCLUSION

Faculty pay, our study shows, has not changed in line with the intense scrutiny paid to teaching and learning since the late 1980s. Faculty pay may reflect a national labor market, where measures of scholarly productivity are important irrespective of type of school or discipline, or a continued push to enhance the prestige of local institutions through research and scholarly productivity. Perhaps five years is too short a period to reflect substantial change.

In any case, regardless of type of institution or program area, faculty members who spent less time on teaching and more on research, who published more, and who taught graduate students were more likely to receive higher salaries than their colleagues who devoted more of their time and effort to undergraduate teaching.

NOTES

[1] Fairweather, 1994, 1996.

[2] Carnegie Foundation for the Advancement of Teaching, 1989.

TABLE 9

SIGNIFICANT PREDICTORS OF LOG (BASIC SALARY), BY PROGRAM AREA—FOUR-YEAR INSTITUTIONS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Agriculture/ Home Eco	R square = .72			N (unweighted) = 103											
Beta	.193			.015			.162	.272			.002			.005	
Beta-Std	.316			.482			.200	.231			.311			.144	
P Level	.0002			.0001			.002	.0008			.0001			.02	
Business	R square = .55			N (unweighted) = 438											
Beta	.116	.069	.054	.007				.313	.084	.001	.002		-.010		.115
Beta-Std	.120	.104	.075	.194				.387	.080	.086	.154		-.147		.118
P Level	.0005	.006	.04	.0001				.0001	.02	.04	.0001		.0001		.001
Education	R square = .54			N (unweighted) = 552											
Beta	.154			.017			.083	.269		.001	.002				
Beta-Std	.184			.561			.130	.294		.072	.154				
P Level	.0001			.0001			.0001	.0001		.05	.0001				
Engineering	R square = .61			N (unweighted) = 306											
Beta	.201			.009	-.048			.224	.107		.002				
Beta-Std	.255			.360	-.080			.273	.125		.297				
P Level	.0001			.0001	.03			.0001	.001		.0001				
Fine Arts	R square = .49			N (unweighted) = 394											
Beta		.114		.015	.134	.097	.109	.133	.102	.001					
Beta-Std		.196		.530	.140	.147	.145	.233	.143	.107					
P Level		.0001		.0001	.0002	.0001	.0003	.0001	.0005	.008					
Health Sciences	R square = .57			N (unweighted) = 536											
Beta	.204			.013		.095		.184	.080	.003	.001	.084			
Beta-Std	.189			.252		.090		.154	.058	.225	.076	.076			
P Level	.0001			.0001		.015		.0001	.05	.0001	.04	.04			
Humanities	R square = .55			N (unweighted) = 1217											
Beta	.057			.016		.051	.074	.248	.057	.001	.002		-.005		.076
Beta-Std	.073			.523		.078	.102	.236	.073	.142	.191		-.075		.055
P Level	.0002			.0001		.0002	.0001	.0001	.0004	.0001	.0001		.0006		.008
Natural Sciences	R square = .58			N (unweighted) = 1153											
Beta	.124	.033		.014			.121	.237	.051	.001	.002				.067
Beta-Std	.163	.050		.415			.140	.169	.052	.161	.273				.082
P Level	.0001	.04		.0001			.0001	.0001	.01	.0001	.0001				.0005
Social Sciences	R square = .61			N (unweighted) = 869											
Beta	.097		-.051	.017		.067	.069	.228	.050	.001	.001	.079			.130
Beta-Std	.111		-.076	.533		.086	.085	.152	.058	.150	.159	.105			.133
P Level	.001		.0009	.0001		.0001	.0002	.0001	.01	.0001	.0001	.0001			.0001

TABLE 9 (CONTINUED)

SIGNIFICANT PREDICTORS OF LOG (BASIC SALARY), BY PROGRAM AREA—FOUR-YEAR INSTITUTIONS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Other Fields	R square = 51			N (unweighted) = 652											
Beta		134	-048	017	081		138	218		002					162
Beta-Std		184	-064	457	070		150	251		145					204
P Level		0001	04	0001	01		0001	0001		0001					0001

1 = On twelve month appointment
2 = Doctoral-granting institution
3 = Source of control (public/independent)
4 = Years since attained highest degree
5 = Minority
6 = Male
7 = In an institution with collective bargaining
8 = Highest degree
9 = Department chair
10 = More research/less teaching
11 = Total refereed publications, career
12 = Principal investigator, funded research
13 = Hours in class/week
14 = Independent study contact hours
15 = Taught only graduate students
Beta-Std = Standardized regression coefficient

SOURCE: NSOPF 1993

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[3] Scott and Awbrey, 1993.

[4] Fairweather, 1996, 91-108, for example.

[5] Winston, 1994.

[6] Trow, 1984, Fairweather, 1996.

[7] Hansen, 1986, 87-88.

[8] Winston, 1994.

[9] Fulton and Trow, 1974.

[10] Breneman and Youn, 1988, 3.

[11] Getz and Siegfried, 1991, 265-266; Levin, 1991.

[12] Fairweather, 1994, 1995. "The similarity in relationship between teaching and research behaviors with pay across type of institution, and especially the lack of a positive relationship between teaching productivity and pay at teaching-oriented institutions, is consistent with a national market for faculty...The findings are [also] consistent with the perspective on pay to reinforce institutional norms" (Fairweather, 1995, 188-189).

[13] Fairweather, 1994.

[14] NSOPF-93. NSOPF-93 originally contacted 974 public and independent colleges and universities and obtained an 85 percent institutional response rate (817). The surveyors stratified this sample of institutions by the then-existing Carnegie typology (Carnegie Foundation for the Advancement of Teaching, 1987), and then drew a random sample of faculty within each institution from lists obtained from participating institutions. Full-time women faculty and faculty from each racial and ethnic group were oversampled. Of the original 31,354 sampled faculty members, 1,590 were ineligible, and 25,780 responded (an 87 percent response rate). Weights were calculated so that the statistical estimates would represent the population of faculty within the national universe of two- and four-year academic institutions.

[15] The measure of basic salary was based on faculty responses to the question, "For the calendar year 1992, estimate your gross compensation before taxes for the source listed below: basic salary."

[16] See Fairweather, 1995.

[17] NSOPF-93 replaced missing values typically with imputed variables purportedly to make analyses easier. This process can distort results, so we deleted all imputed values and retained the original missing values.

[18] NSOPF-88: Fairweather, 1994; percent: Baldridge, Curtis, Ecker, and Riley, 1978; Fulton and Trow, 1974; hours: Bayer, 1973; Fulton and Trow, 1974; graduate/undergraduate: Fairweather, 1994.

[19] Fairweather, 1994. The present study, unlike the analysis of 1987-88 data, excluded "giving performances in the fine or applied arts" from the definition of career publications because of the low reliability of these estimates.

[20] Percent time: Baldridge et al., 1978; refereed publications and PI: Ladd, 1979.

[21] Blau, 1973; Fulton and Trow, 1974; Gordon and Morton, 1974; Fairweather, 1994.

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[22] High paying field was scored as follows: 1 = program areas with average salaries above the overall mean (engineering, health sciences), 0 = program areas with average salaries at the overall mean (agriculture/home economics, business, natural sciences), -1 = program areas with salaries below the overall mean (education, fine arts, humanities, social sciences, other fields).

[23] Seniority: Fairweather, 1994; Moore, 1993; Parcel and Mueller, 1983; gender: Daymont and Andrisani, 1984; Gordon and Morton, 1974, race/ethnicity: Gordon and Morton, 1974; bargaining agreement: Fairweather, 1994.

[24] We used principal components analyses to create scales for more research/less teaching and for seniority in the analysis of 1987-88 data (Fairweather, 1994). The more simple approaches used in this study—creating a scale by subtracting time spent on teaching from time spent on research, and selecting the seniority measure with the highest correlation with basic salary—have equal utility, are easier to understand, and are likely to be as reliable as the more complex procedures.

[25] The criterion for minimally acceptable level of significance for statistical tests was p < .05. When multiple pairs were compared simultaneously—comparing each program area mean with the overall national average, for example—we increased the acceptable level of significance by the Bonferroni adjustment, dividing the level of significance by the number of multiple comparisons. The presentation of t-test results for mean differences or for differences between proportions, based on one-tailed tests of significance, is: t(comparison reference) = t-value, p-value (level of significance). The relevant symbols are res = research universities, doc = doctoral-granting universities, comp = comprehensive colleges and universities, lib = liberal arts colleges, other = other four-year institutions, and cc = public two-year or community colleges. We would, for example, refer to a comparison between research universities and comprehensive colleges and universities as t(res/comp). The footnotes show only statistically significant differences.

[26] Population estimates from survey data were based on weights derived from the inverse of the probability of a faculty member in a particular type of institution being selected. The probability of selecting a faculty member for the sample was a function of the odds of an institution being selected from the universe of accredited postsecondary institutions, and the probability of a faculty member being selected from the population of faculty within his or her institution.

[27] Type of institution uses the Carnegie typology; see Carnegie Foundation for the Advancement of Teaching, 1987.

[28] t(other/res) = 2.02, p < .05; t (res/doc) = 10.77, p < .001; t(doc/comp) = 10.18, p < .001; t(comp/lib) = 9.97, p < .001.

[29] t(other/res) = 3.37, p < .001; t (res/doc) = 9.39, p < .001; t (doc/comp) = 5.53, p < .001.

[30] t(other/res) = -2.02, p < .05; t(other/doc) = 3.19, p < .01; p(res/doc) = 9.66, p < .001; t(doc/comp) = 9.91, p < .001; t(comp/lib) = 5.54, p < .001.

[31] For all comparative data from NSOPF-88, see Fairweather, 1994.

[32] t(education) = -14.65, p < .001; t(engineering) = 5.35, p < .001; t(fine arts) = -17.61, p < .001; t(health sciences) = 10.29, p < .001; t(humanities) = -16.95, p < .001; t(social sciences) = -5.41, p < .001; t (other) = -5.10, p < .001.

[33] All types of publics: t(31/31-50) = -6.92, p < .001; t(31-50/51-70) = -5.50, p < .001; t(51-70/70) = -5.21, p < .001. All types of independents: t(31/31-50) = -7.75, p < .001; t(31-50/51-70) = -8.68, p < .001; t(51-70/70) = -5.80, p < .001.

[34] Research: t(31/31-50) = -2.06, p < .05; t(31-50/51-70) = -2.89, p < .01. Doctoral: t(31/31-50) = -6.60, p < .001; t(51-70/70) = -2.77, p < .01. Comprehensive: t(31/31-50) = -5.77, p < .001; t(31-50/51-70) = -3.17, p < .01; t(51-70/70) = -2.92, p < .01. Other: t(31/31-50) = -2.63, p < .01; t(31-50/51-70) = -2.04, p < .05.

[35] Research: t(31/31-50) = -3.28, p < .01; t(51-70/70) = -2.32, p < .01. Doctoral: t(31-50/51-70) = -3.98, p < .001. Comprehensive: t(31-50/51-70) = -2.04, p < .05; t(51-70/70) = -3.02, p < .01. Liberal arts: t(51-70/70) = -2.66, p < .01. Other: t(31/31-50) = -4.37, p < .001; t(31-50/51-70) = -2.52, p < .01.

[36] All types of publics: t(6/6-8) = -8.03, p < .001; t(6-8/9-12) = -7.97, p < .001. All types of independents: t(6/6-8) = -7.00, p < .001; t(6-8/9-12) = -8.16, p < .001.

[37] Research: t(6/6-8) = -4.02, p < .001; t(6-8/9-12) = -4.24, p < .001; t(9-12/12) = 2.62, p < .01. Doctoral: t(6/6-8) = -4.20, p < .001; t(6-8/9-12) = -2.52, p < .01. Comprehensive: t(6-8/9-12) = -2.98, p < .01; t(9-12/12) = -2.84, p < .01. Other: t(6/6-8) = -4.76, p < .001.

[38] Research: t(6/6-8) = -1.94, p < .05. Doctoral: t(6-8/9-12) = -4.69, p < .001. Comprehensive: t(6-8/9-12) = -1.92, p < .05; t(9-12/12) = -2.63, p < .01. Liberal arts: t(6/6-8) = 2.36, p < .01; t(6-8/9-12) = -3.34, p < .001; t(9-12/12) = -5.39, p < .001. Other: t(6/6-8) = -2.75, p < .01.

[39] All types of publics: t(0/1-3) = 4.31, p < .001; t(4-8/8) = 3.26, p < .01. All types of independents: t(1-3/4-8) = 4.29, p < .001.

[40] t(0/1-3) = -2.09, p < .05; t(1-3/4-8) = 3.14, p < .01.

[41] Public: t(1/1-3) = 1.94, p < .05; t(4-8/8) = 1.95, p < .05. Independent: t(1-3/4-8) = -3.70, p < .001.

[42] Public: Comprehensive: t(0/1-3) = 2.55, p < .01. Other: t(4-8/8) = 2.00, p < .05. Independent: Comprehensive: t(1-3/4-8) = 2.21, p < .05. Liberal arts: t(0/1-3) = 2.33, p < .01.

[43] Public: t(grad/und) = 9.31, p < .001; t(grad/both) = 7.82, p < .001. Independent: t(grad/und) = 16.19, p < .001; t(grad/both) = 9.26, p < .001.

[44] Research: t(grad/und) = 3.83, p < .001; t(grad/both) = 3.92, p < .001. Doctoral: t(grad/und) = 5.79, p < .001; t(grad/both) = 5.60, p < .001. Comprehensive: t(grad/und) = 3.67, p < .001. Other: t(grad/und) = 8.41, p < .001; t(grad/both) = 3.09, p < .01.

[45] Research: t(grad/und) = 5.71, p < .001; t(grad/both) = 3.18, p < .01. Doctoral: t(grad/und) = 6.34, p < .001; t(grad/both) = 6.62, p < .001. Comprehensive: t(grad/und) = 4.02, p < .001. Other: t(grad/und) = 6.33, p < .001; t(grad/both) = 4.85, p < .001.

[46] All types of publics: t(7/7-19) = 2.47, p < .01; t(7-19/20-34) = 2.72, p < .01; t(20-34/35) = 4.30, p < .001. All types of independents: t(7/7-19) = 5.79, p < .001; t(7-19/20-34) = 5.31, p < .001; t(20-34/35) = 7.17, p < .001.

[47] Public: t(7/35) = 1.97, p < .05. Independent: t(20-34/35) = 3.88, p < .001.

[48] Public: t(20-34/35) = 5.06, p < .001. Independent: t(7/7-19) = 3.37, p < .001.

[49] Public: t(7/7-19) = 2.05, p < .05; t(20-34/35) = 2.91, p < .01. Independent: t(7/7-19) = 2.42, p < .01; t(7-19/20-34) = 2.92, p < .01.

[50] t(7-19/20-34) = 2.58, p < .01.

[51] t(7/7-19) = 4.28, p < .001; t(20-34/35) = 1.98, p < .05.

[52] All types of publics: t(3-10/11-29) = 8.61, p < .001; t(11-29/30) = 10.68, p < .001. Research: t(11-29/30) = 6.26, p < .001. Doctoral: t(3-10/11-29) = 6.97, p < .001; t(11-29/30) = 7.43, p < .001. Comprehensive: t(3/3-10) = 3.86, p < .001; t(3-10/11-29) = 8.59, p < .001; t(11-29/30) = 5.65, p < .001. Other: t(11-29/30) = 4.92, p < .001. All types of independents: t(3/3-10) = 7.00, p < .001; t(3-10/11-29) = 5.68, p < .001; t(11-29/30) = 10.71, p < .001. Research: t(11-29/30) = 4.94, p < .001. Doctoral: t(3-10/11-29) = 2.55, p < .01; t(11-29/30) = 3.97, p < .001. Comprehensive: t(3/3-10) = 4.64, p < .001; t(11-29/30) = 2.96, p < .01. Liberal arts: t(3/3-10) = 6.55, p < .001; t(3-10/11-29) = 3.88, p < .001; t(11-29/30) = 4.59, p < .001. Other: t(3/3-10) = 2.66, p < .01.

[53] All types of publics: t(.17/.17-.845) = 3.08, p < .01; t(.17-.845/.846-2) = 5.90, p < .001; t(.846-2/2) = 5.67, p < .001. Research: t(.846-2/2) = 3.68, p < .001. Doctoral: t(.17/.17-.845) = 2.50, p < .01; t(.17-.845/.846-2) = 1.97, p < .05; t(.846-2/2) = 2.08, p < .05. Comprehensive: t(.17/.17-.845) = 5.31, p < .001. Other: t(.17-.845/.846-2) = 4.43, p < .001. All types of independents: t(.17/.17-.845) = 6.91, p < .001; t(.17-.845/.846-2) = 4.22, p < .001; t(.846-2/2) = 5.57, p < .001. Research: t(.846-2/2) = 2.42, p < .01. Doctoral: t(.17/2) = 2.48, p < .01. Comprehensive: t(.17/.17-.845) = 5.04, p < .001. Liberal arts: t(.17/.17-.845) = 9.18, p < .001; t(.17-.845/.846-2) = 2.11, p < .05. Other: t(.17/.17-.845) = 1.94, p < .05; t(.17/2) = 2.77, p < .01.

[54] All types of publics: t = 9.50, p < .001. Research: t = 3.72, p < .001. Doctoral: t = 5.44, p < .001. Comprehensive: t = 3.87, p < .001. Other: t = 2.76, p < .01. All types of independents: t = 13.29, p < .001. Research: t = 5.30, p < .001. Comprehensive: t = 2.90, p < .01. Liberal arts: t = 3.26, p < .01. Other: t = 2.00, p < .05.

[55] All types of publics: t = 10.30, p < .001. Research: t = 5.29, p < .001. Doctoral: t = 7.27, p < .001. Comprehensive: t = 9.17, p < .001. Other: t = 3.45, p < .001.

[56] Doctoral: t = 2.38, p < .01. Liberal arts: t = 2.80, p < .01. Other: t = 2.21, p < .05.

[57] Fulton and Trow, 1974.

[58] Recall that exhibitions and performances were not included in the definition of career refereed publications.

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RE(CON)FIGURING THE PROFESSIONAL WORKFORCE

by Gary Rhoades and Rachel Hendrickson

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For more than a decade, administrators have been reconfiguring the professional workforce of American colleges and universities. The proportion of part-time faculty (PTFs) among "senior instructional faculty" has increased from 22 percent in 1970 to 34 percent in 1987.[1] Meanwhile, the proportion of faculty among professional personnel in colleges and universities has declined from 64 percent in 1977 to 55 percent in 1989.[2] The predominance of full-time, tenure-track faculty members in the academic workforce is in jeopardy.

Only instruction and research assistants—positions usually filled by graduate students—showed a greater percentage of part-time employees than the faculty category in fall 1992 (Table 1). Contingent workers replaced full-time employees in the other categories, too, but academic professionals and educational support personnel have been more commonly faced with attempts to contract out or privatize their positions.

DEFINITIONS

The term *contingent* best describes the categories of part-time, temporary, and nontenure-track faculty members who have little expectation of continued employment beyond a specified term. Their employment depends upon institutional and subject enrollments, the budget, and, too often, administrative whim, unless a collective bargaining agreement limits administrative flexibility.[3] Other titles disguise the ephemeral nature of the employment relationship, though the literature distinguishes between their somewhat different roles:

- *Part-time* or *per course faculty* members have less than a full-time teaching load and are usually compensated at a flat, per-course rate, assuming that classroom teaching is their only academic responsibility.[4] The pay scale is lower than the rate for full-time, tenure-track faculty, irrespective of experience and seniority. "Full-time/part-time faculty" teach a full-time load for part-time compensation, while "regular/part-time faculty" establish long-term employment relationships with an institution. Other part-time faculty may hold a full-time position elsewhere and may teach irregularly.
- *Temporary, visiting, or adjunct* faculty members—along with *instructors* and *lecturers*—

TABLE 1

FULL AND PART-TIME EMPLOYMENT IN HIGHER EDUCATION BY EMPLOYMENT CATEGORY, FALL, 1992

Employee Type	Total	Percent Full-time	Percent Part-time
Faculty	905,691	59.9	40.1
Instruction or Research Assistants	202,406	0.0	100.0
Executive, Administrative, Managerial	139,069	95.8	4.2
Other Professionals	418,138	83.5	16.5
Technical and Paraprofessionals	182,875	77.8	22.2
Clerical and Secretarial	432,646	80.4	19.6
Skilled Crafts	63,997	95.3	4.8
Service and Maintenance	228,115	82.6	17.4
Total	2,572,937	68.6	35.7

SOURCE: NCES Fall Staff in Postsecondary Institutions, 1993.

are full-time, short-term appointees, retained for special purposes, with no expectation of continued employment. The typical appointment of a year or two gives temporary appointment faculty (TAF) members slightly more job stability than part-time faculty. These professionals may fill in for regular faculty members on sabbatical or other leave of absence or may fill a vacancy created by retirement until the position is permanently filled.[5] Other temporary faculty members may handle increased demand in a discipline or may have special expertise.[6] TAFs frequently teach more courses than tenured and tenure-track colleagues and may have departmental responsibilities, but they are seldom expected to engage in research or professional development activities.

- *Nontenure track* faculty members (NTTs) are usually full-time appointees who teach, conduct research, and perform all the functions of tenured faculty members. Nearly 80 percent of American colleges and universities employed NTTs in fall 1992. NTTs made up approximately 20 percent (110,227) of all full-time faculty. Nearly 14 percent of all NTTs taught at tenure-granting institutions; the largest number of full-time NTTs worked in research universities.[7]

NTTs may be appointed annually on term contracts, or have employment security similar to academic tenure. But they typically have "rolling" contracts—up for renewal far enough in advance of contract expiration to assure no break in service and reasonable notice of retention or layoff. The longer terms of NTT contracts presumably give them closer connections to their institutions. But lacking regular faculty status or a reasonable expectation of tenure, NTTs are still contingent workers with weak employment security. Their presence helps to maintain administrative "flexibility."

The continued employment of some NTTs depends on their ability to pay their own salaries, benefits, and research expenses through grants or other forms of external support. Some clinical faculty members are NTTs whose employment relationship runs from per course to temporary full-time to tenure track. But, again, they most likely are hired to provide clinical oversight for a specified time—few are expected to conduct research.

USING TEMPORARY APPOINTMENT FACULTY: ADMINISTRATIVE CONTROL AND PROFESSIONAL CONSTRAINT

The current administrative push to reconfigure faculty career paths makes likely further growth in the numbers of PTFs, NTTs, and TAFs. Scholars have therefore begun to study the demography, working conditions, and outlook of this previously ignored contingent workforce. Unions—only 9 percent of institutions surveyed in 1987-88 had part-time faculty bargaining units[8]—have been studying the organization and protection of these workers.[9] Both scholars and unions have identified several key issues, including the socialization of PTFs, TAFs, and NTTs into the profession and into union membership, and the contractual limits on administrative discretion to change the workforce composition and to specify their employment and working conditions.

This chapter examines how the use of part-time or nontenure-track faculty may affect the job security of full-time faculty members, the extent of administrative discretion to reshape the faculty profile, and the professional rights of part-time faculty. Within the NEA's Higher Education Contract Analysis System (HECAS), 183 faculty contracts contain provisions relevant to part-time and temporary-appointment faculty.[10] Salary clauses discuss their pay scales; retrenchment clauses address their reassignment, order of layoff, and recall; conditions of employment articles speak to their course assignments and workloads; professional rights and perquisites clauses may address part-time faculty's claims to leaves and benefits, and special provisions may detail their appropriate use and their proportion in the teaching force.

Overall, the news is not good. Most contracts permit managers to increase the proportion of contingent faculty; few contracts establish or protect their professional rights.

ADMINISTRATIVE STRATEGIES

The increased use of contingent faculty threatens the job security of tenured and tenure-track colleagues. Administrators, notes a recent study, increasingly use strategic planning, program restructuring, and part-time academic labor to retrench full-time colleagues:

> In the 1970s, none of the financial exigency cases reported by the AAUP involved the use of part-time labor. In the 1980s, six of the seventeen financial exigency cases involved explicit discussion of substitution of part-time for full-time faculty labor.[11]

At Alaska Pacific University, for example, full-time faculty members from the Humanities and Social Sciences departments taught service courses that fulfilled the university's general education requirements. The APU administration replaced these expensive departments with a Liberal Studies department, staffed largely by part-time faculty.[12] The president of St. Bonaventure University in New York cited "financial exigency" to "encourage" 11 faculty resignations and retirements, seven conversions to part-time status, and three transfers to administration.[13]

A 1991 case suggests the importance of formal protection. In *Vandever v. Junior College District of Metropolitan Kansas City, Missouri*, a jury awarded $267,000 to a faculty member who was "furloughed" from her position in 1979. The institution's layoff policy gave faculty members recall rights to teaching positions for which they were qualified. However, the administration appointed several new part-time instructors to open positions without offering the plaintiff the opportunity to return to full-time service. Such "replacement," the court determined, was a "breach of contract."[14]

INDIVIDUAL WORKFORCE PROVISIONS

To what extent do union contracts prevent managers from pursuing these strategies? About 48 percent of the 183 HECAS contracts mentioning part-time faculty discuss the job rights of full- and part-time faculty during retrenchment. Among these 87 contracts, 59 call for the layoff of part-time faculty before full-time faculty within the layoff unit. But managers, most contracts add, may lay off full-time faculty and retain part-time faculty *without faculty consent or consultation* if they decide that the full-time faculty could not fulfill the program's academic needs.[15]

About 12 percent of the contracts mentioning part-time faculty (22 contracts) accord laid-off faculty the right to claim new jobs for which they are qualified in the layoff unit within a certain time period. Laid-off full-time employees have the right to new part-time positions in the layoff unit, and the right to turn them down, usually without sacrificing their recall claims to a new full-time position. But few contracts contain this provision; most laid-off full-time faculty members lack protection against replacement by part-time faculty.

Two other provisions accord the job security claims of full-time faculty members priority over part-time faculty during retrenchment. Reassignment provisions in 14 contracts enable full-time faculty who face layoff to fill out or construct a full-time load out of current part-time duties. This clause provides some job protection, but the reassignment provisions in five of these contracts allow administrators to convert full- to part-time positions and to reassign full-time faculty to these jobs. Displacement provisions (19 contracts) allow full-time faculty the right to displace current part-time faculty rather than face layoff. Administrators may determine whether the full-time faculty member is qualified to teach classes taught by current part-time faculty.

Are contracts covering units whose membership includes only full-time faculty more likely to guarantee the job security and claims of these faculty? Not always. About 60 percent of the reassignment clauses are in full-time only contracts, while full-time contracts account for only 36 percent of the sample. But the incidence of individual workforce provisions by unit membership mirrors the distribution of sample contracts, and 21 of the 22 recall provisions are in contracts that cover both full- and at least some part-time faculty.

The contracts that cover at least some part-time faculty, in addition to their full-time colleagues, fail to protect their job security, since priority goes to saving full-time positions. Only four of 56 contracts with individual workforce provisions that cover at least some part-time faculty define any rights for that group of employees. Those four contracts provide recall rights of part-time faculty to their positions:

> Part-time faculty members shall have recall rights only with respect to part-time positions but shall be considered for full-time positions in accordance with Article XI, Appointment of Faculty (Article XXIX.J., Pennsylvania State System of Higher Education).

> For a period of two years a laid off unlimited part-time faculty member may claim any part-time assignment at the college from which she/he is laid off and for which she/he meets the minimum qualifications for the assigned field of vacancy (Article 19, Section 2, Subdivision 7, Minnesota Community Colleges).

Absent such contractual constraints, managers have extensive discretion to deal with part-time faculty in individual workforce actions.

Most contracts fail to limit the number of TAFs hired, but some contracts address the purposes for which TAFs are hired and the limits on the duration of a TAF contract. Some clauses protect management from claims of presumptive tenure by cautioning faculty members not to expect continued appointment beyond the contract limit.[16] Other clauses protect temporary faculty members, once employed for several years, by guaranteeing extended term contracts, providing for more timely notice of reappointment, offering due process in nonreappointment, or offering credit toward promotion or tenure:

> In the event a faculty member with a nontenure track appointment is appointed for a third (3) consecutive semester such appointment shall be deemed a tenure-track appointment. However, if the faculty member is given a nontenure track appointment in order to replace a specific faculty member on an authorized leave of absence, the nontenure track appointment may be for the period the specified faculty member is on leave of absence" (Union County College, New Jersey).

> Where the pattern in previous academic years indicates that a course be regularly offered in successive terms as the normal routine of the department, where funds are available within departmental budgets, and where those courses are taught by bargaining unit members, multiple term contracts will be normally offered (Portland State University, Oregon).

Institutions treat TAFs inconsistently. Some contracts call for service as a TAF to be credited towards completing the probationary period when a position is converted to tenure track:

> For term appointments covered in this agreement the faculty member hired to a position of Lecturer or Associate may receive up to six (6) one year appointments. Appointments after 6 years of service will provide for one full year's notice of nonrenewal. (V) If a term contract appointment becomes a probationary appointment up to three years of service with a term appointment may be counted toward the total probationary appointment (Eastern Washington University).

> Individuals serving full-time temporary appointments who are appointed to a full-time tenure track position shall receive credit for the time served as a full-time temporary toward tenure on a 1:1 basis (Orange County Community College, New York).

Other contracts deny credit for service as a temporary faculty member:

> ...[N]o faculty member serving pursuant to the terms of a temporary appointment made in accordance with the provisions of Article XX of this Agreement shall be considered nor gain tenure, nor shall service pursuant to the terms of any such Temporary Appointment be included in any calculation of the number of years of consecutive service rendered by any faculty member prior to such faculty member's being considered for tenure (Massachusetts State College System).

It is often difficult to determine which clauses represent the employee and which the management position in a collective bargaining contract, since the final document results from negotiations, trade-offs, and compromises. But managers appear as interested in limiting the duration of a TAF contract as unions are in limiting the numbers of TAFs and protecting tenure lines.

COLLECTIVE WORKFORCE PROVISIONS

Individual workforce provisions can protect current full-time faculty *members*, but they do not protect current or future full-time faculty *lines*. Managers may convert full-time lines, vacated by attrition or retrenchment, to part-time lines by hiring several part-time faculty, unless constrained by a contract. "Collective workforce provisions" limit the total or proportional numbers of part-time faculty or impose contingencies on their hiring. The following clause discusses the maximum proportion of the college's instructional load that may be allocated to part-time faculty:

> The total number of contact hours generated by part-time faculty members during the Fall and Winter semesters shall not exceed 37 percent of the total number of credit hours generated within the college during the Fall, Winter, and Spring/Summer semesters. Noncredit contact hours shall not be subject to this provision.
>
> The College shall have the unrestricted right to use part-time and/or full-time adjunct faculty notwithstanding the provisions of 0107.5 of the Agreement (Washtenaw Community College, Michigan).

The competing positions of union and management are clear. The Association delimits the use of part-time faculty by capping the ratio of total credit hours that they generate. The administration desires unrestricted rights to use these faculty.

The exception for noncredit contact hours to the part-timer cap assumes significance as noncredit curricula are expanded. Essex Community College, Maryland, in a recent case, discontinued some for-credit occupational programs. Its continuing education division then offered similar noncredit courses. This division, where all faculty members were part-time and/or nontenured, offered renewable, one-year contracts without tenure to terminated faculty members from the discontinued for-credit programs.

A clause in the contract of Columbia Basin College, Washington, limits the load of part-time faculty as a group in a layoff unit:

> A faculty member on recall shall have the first right of refusal to any part-time assignments in her/his reduction-in-force unit(s); provided, failure to accept such assignment shall not alter recall rights to full-time vacancies otherwise established; and further provided nothing herein shall require the District to consolidate part-time positions into a full-time position. In the instances where a full-time faculty member is on recall status, the number of part-time assignments, if any, made in the applicable reduction-in-force unit shall not be increased over the number in existence at the time of reduction-in-force by more than the equivalent of one-half of a full-time load.

The Association negotiated to prevent the conversion of full- to part-time lines in retrenchment. The administration, desiring a free hand, resisted a requirement to save full-time lines by consolidating part-time jobs.

Only 29 percent of the HECAS contracts that mention part-time faculty have collective workforce provisions, and about one-fifth of these contracts accord managers sole determination of the total numbers and proportions of full- and part-time faculty:

> Full-time faculty members shall be given employment preference over part-time faculty members; however, the College reserves the right to determine the number of full- and part-time faculty (Baker College, Michigan).

> The district reserves the right to establish the number of full-time and part-time faculty to be employed (Skagit Valley College, Washington).

The Baker College contract defines the responsibility for configuring the faculty workforce as a management right. Ten other contracts grant managers the right to convert full- to part-time positions.

The 42 contracts that limit managerial discretion may address order of layoff in collective terms, define ratios of part- to full-time faculty, or prohibit the replacement of full-time faculty with part-time. Only 10 percent of the contracts that mention part-time faculty have collective order provisions. A clause in the McHenry Community College, Illinois, contract makes the general rule explicit:

> The order of layoff set forth in paragraphs 3-5 above shall not require the Board to dismiss all part-time, probationary, or less senior faculty members prior to any layoff of a full-time tenured faculty member.

Layoff order is generally within the layoff unit, but there are often exceptions to the order of layoff.

Provisions in 12 contracts restrict managerial ability to convert full- to part-time lines. Some contracts flatly prohibit the replacement of full-time with part-time faculty:

> The Board shall not use part-time employees to replace full-time members presently employed (Washtenaw Community College, Michigan).

> Adjunct faculty will not be used in combination with one or more part-time employees as a replacement for a full-time faculty member who vacates a bargaining unit position (Lakeland Community College, Illinois).

By contrast, some contracts invoke intention, thereby affording managers abundant discretion:

> The Board shall not seek the employment of part-time teachers for the purpose of reducing the number of professorial staff, replacing full-time teachers (Macomb Community College, Michigan).

> The College will attempt to employ qualified full-time faculty for full-time positions in preference to part-time personnel, where qualified, provided, however, that full-time faculty are reasonably available and interested in such employment (Clinton Community College, New York).

The Macomb Community College contract prohibits the board from employing part-time faculty "for the purpose of" replacing full-time positions, and the restriction is not confined to periods of retrenchment. But the board could employ part-time and reduce the number of full-time faculty for any other purpose.

Clinton Community College "will attempt" to employ qualified full-time faculty for full-time lines in preference to part-time, but the attempt may not succeed, since the college may determine that full-time faculty are not "reasonably available" or "qualified."

The 15 contract clauses that limit the ratio or number of part-time faculty (8 percent of contracts that mention part-time faculty) provide the strongest professional constraint on managerial discretion. These provisions define overall numbers or workload—credit hours, for example—ratios within particular departments, and even procedures for exceeding the prescribed ratio:

> The University, in consultation with the Association, shall develop a plan to reduce dependence on part-time faculty (Shawnee State University, Ohio).

> [T]he current practice generally shall prevail with full-time instructors assigned to teach approximately two-thirds of all on-campus classes. Exclusions to the ratio shall continue for community education classes, EMD classes, apprenticeship

> classes, sabbatical replacement classes, and fee generated classes.... [T]he College President and the Association President will meet at least once annually to compare base salary budgets of full-time to part-time faculty (excluding fringes and fees) to make certain the current 4.4 to 1 ratio has not changed significantly. If the budgeted dollar ratio moves to a position of 4.1 to 1 or under, the College agrees to correct the ratio to not less than 4.4 to 1 for the following budget year (Clackamas Community College, Oregon).

> The College will maintain 162 full-time district funded faculty positions on an institutional basis as long as the annual student full-time equivalency remains between 5,000 and 7,000. If the student full-time equivalency drops below 5,000 or rises above 7,000 the college will maintain a fiscal year instruction ratio of sixty percent full-time to forty percent part-time (Mt. Hood Community College, Oregon).

> The part-time faculty to full-time faculty ratio based on credit hours taught will not exceed a 1:4 ratio on an annual basis.... Whenever the part-time to full-time ratio in a department exceeds 1:3, the department, the dean, and the Vice President for Academic Affairs will meet to address the excessive reliance upon part-time faculty and to design a plan to rectify this excessive reliance (Saginaw Valley State University, Michigan).

> Except at the Massachusetts College of Art, not more than fifteen percent of an academic department's total number of three credit courses and sections shall be taught by part-time employees during an academic year (Massachusetts State College System).

> There may be no more than 1 nine hour part-time assignment in any department. In the case of new programs, there may be 2 nine credit hour part-time assignments. This could not continue beyond the fourth semester of the program's operation (Joliet Junior College, Illinois).

These provisions often exempt broad curricular areas, such as off-campus programs or noncredit continuing education programs (Saginaw Valley State). Ratio limits in the Roger Williams University, Rhode Island, and the Shasta-Tehama-Trinity College, California, contracts apply only to day courses. The ratio limit in the Lincoln University, Pennsylvania, contract does not apply to graduate programs or to summer sessions.

The incidence of collective workforce provisions does not depend on unit membership; the 65 contracts covering only full-time faculty were no more likely than the 118 contracts covering at least some part-time faculty to limit the numbers and proportions of part-time faculty or to contain other collective workforce provisions—ratio, order, and replacement. About 40 percent of the full-time only contracts and 36 percent of the entire sample contained collective workforce provisions that limited managerial discretion. These provisions gave priority and protection to the professional position of full-time faculty; only one contract noted the rights of part-time faculty. The contract at the University of Massachusetts provided for the increased job security of various grades of part-time faculty, ensuring longer contracts for larger numbers of part-time faculty.

> A minimum of 40 percent of bargaining unit faculty shall be offered one-year contracts (current—35 percent) and 15 percent shall be offered two-year contracts.

With few exceptions, managerial discretion vis-à-vis any group of part-time faculty members is unconstrained contractually.

PROTECTING THE NONTENURED

Faculty unions seek to control the numbers and use of part-time faculty and to give job security priority to full-time employees. Other contract clauses protect TAFs from arbitrary nonrenewal by providing for evaluation. Evaluations give performance guidance, in the process enhancing the professional lives of TAFs, while providing quality control.

The Ferris State University, Michigan, contract provides for such quality control prior to hiring:

> Commencing winter quarter 1988, no course shall be taught by a nonbargaining unit member for more than one quarter unless the credentials of the nonbar-

> gaining unit member have been made available for review to the bargaining unit members in the seniority unit in which the class is offered. Unless two-thirds of the bargaining unit members reviewing the aforementioned credentials recommend against hiring the nonbargaining unit member for the specified class(es), the nonbargaining unit member may be hired for that class(es). The recommendation, however, must come from more than one reviewing bargaining unit member.

Another contract provides for renewal based on the active evaluation of TAFs:

> Each time a contract comes up for renewal the Administration is charged with the responsibility of judging all the qualifications of the faculty member. This should be a positive and not a passive judgment (Rhode Island College).

The Orange County Community College, New York, contract offers an incentive to TAFs with positive evaluations:

> Consistent with applicable law and federal, state, county and/or college affirmative action requirements, any faculty member appointed on a temporary basis, for more than a total of six (6) semesters, who is affirmatively evaluated, shall be entitled to priority consideration for employment in the tenure area of the next semester, and each consecutive semester thereafter in which an opening exists, subject to continuing good evaluations.[17]

"Faculty on probation will be evaluated every year of the probationary period," provides the Dowling College, New York, contract, "Faculty on temporary appointment will be evaluated every year on the same basis as faculty on probation."

Unions provide the most extensive protection from arbitrary administrative action to TAFs in traditional due process areas. Several contracts, for example, require notice of renewal or nonrenewal. One contract stipulates a penalty for a late notice:

> Notices of nonrenewal shall be personally served or sent by certified mail on or prior to the date of notice requirement stated below. If such notice is received more than ten days late, the bargaining unit member shall be reimbursed at the rate of one day's pay for each day the notice is late not to exceed a total of thirty days. When a notice is late thirty-one days or more, the bargaining unit member shall receive sixty days' pay. Failure to provide notice, however, shall not constitute a basis of claim for tenure or employment security status (Wayne State University, Michigan).

More typically, notice is simply required by a specific date.[18] Another contract provides for a survey of the appointees:

> Prior to the end of each academic year, those persons who were members during the academic year and whom the University is willing to consider for re-employment the following academic year will be surveyed by departments to determine if they wish to teach in the new academic year and, if so, which and how many courses they can teach and at what times they will be able to teach. Departments shall give full consideration to the results of the survey (Portland State University, Oregon).

Most contracts include due process protection against arbitrary removal during the term of appointment:[19]

> Term Appointments. A term appointment may be terminated during a given year only for just cause and only in accordance with any applicable section of the master agreement (University of Northern Iowa).

> It is agreed by the parties that the hearing for a faculty member on a term appointment is available only when the termination of the faculty member is to occur before the end of the term of the appointment (University of Northern Iowa).

> Termination for cause of a continuous appointment or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be

> informed before the hearing in writing of the charges against him/her and should have the opportunity to be heard in his/her own defense by all bodies that pass judgment on the case (Eastern Washington University).

> If an existing nontenure track faculty member is terminated based on a performance evaluation, notification must be given in accordance with the provisions of Article 24, Section C. (Minnesota State University)

The Peninsula Community College, Washington, contract defines a "temporary" appointment and specifies due process conditions:

> Temporary. An appointment for a designated period of time which may be terminated without cause upon expiration of the term of the appointment but which may not be terminated without sufficient cause and due process prior to the expiration of their term of appointment... Temporary appointment does not constitute probationary appointment and temporary appointment does not lead to eligibility for tenure consideration.

CONCLUSION

Lower salary scales, and managerial desire for "flexible" dealings with personnel, explain the extensive use of part-time and temporary faculty. Only 23 percent of the HECAS contracts that mentioned part-time faculty specified conditions of appointment and of release at the termination of a contract. Among this small proportion, all but three simply refer to job listings and to the logistics of the appointment process. Only nine contracts provide a role for full-time faculty members in hiring part-time, and even those contracts assure managerial discretion. The contract for Western Michigan University, for example, gives full-time faculty "the right to make timely recommendations to the appropriate administrator," but then vitiates that right:

> Nothing in this article, however, shall prevent Western from hiring part-time instructors at its sole discretion when the need to hire a part-time faculty member is unexpected and there is insufficient time to consult with departmental faculty.

Save for the 21 contracts that mandate the evaluation of part-time faculty, and for some due process constraints on release during the contract term, the HECAS contracts do not subject the right of managers to appoint, reappoint, or release part-time faculty to professional constraint.

Negotiators for faculty should bargain for increased procedural rights surrounding the use of part-time faculty. Involving full-time faculty in appointments, reappointments, and releases helps to assure program quality and the incorporation of part-time faculty members into academic life. Fair, careful evaluations protect the jobs of the TAFs and the quality of the academic program, if they are related to reappointment and salary decisions. The public's desire for instructional quality and accountability provides strong ammunition for demanding these clauses.

NOTES

[1] This category omits graduate teaching assistants. See National Center for Education Statistics, 1994

[2] Montgomery and Lewis, 1995.

[3] "Such notification of appointment shall be subject to sufficiency of registration and changes in curriculum which shall be communicated to the employee as soon as they are known to the appropriate college authorities. If, in the judgment of the college, there is a reasonable expectation that there will be sufficient adjunct employment during the Fall and Spring semesters of the following academic year, the college may issue notification..." (City University of New York).

[4] "Departments and other administrative units may permit the voluntary participation of bargaining unit members in Departmental activities.... Such participation shall not be required, and the University is not obliged to nor will it increase the compensation of members for the purpose of or because of such participation" (Portland State University, Oregon).

[5] "Substitutes are temporary employees appointed to fill vacancies caused by leaves and/or emergencies; such persons shall have no presumption of retention" (City University of New York).

"When appointments are made to fill temporary absences of faculty members who are on sabbatical leave, leaves of absence, sick leave, parental leave, or have been assigned off-campus duties or during the time that a search to fill the position is being conducted, the appointment shall be for no longer than one academic year... Term appointees have all the duties and obligations of full-time faculty members..." (Rhode Island School of Design).

[6] "Adjunct Appointments ... to teach courses requiring special expertise and/or to meet special programmatic needs of departments where such expertise and needs cannot otherwise be provided for within the resources of the department."

"Limitation ... an adjunct faculty member shall not teach more than fourteen (14) credits in any one (1) academic year" (Minnesota State University).

[7] Baldwin and Chronister, (September 1996).

[8] National Center for Education Statistics, NSOPF-88.

[9] Public sector labor laws vary regarding eligibility of temporary faculty to vote and be represented by unions. Some set no restrictions, some have load limits or length of time in a teaching position, others exclude temporary faculty from the process. Labor boards have also been inconsistent in determining the placement of temporary faculty in bargaining units. Full-time temporary faculty are usually included with the tenure-track faculty. Part-time faculty are most often placed in units with full-time faculty, but there are units of part-time faculty in several states.

[10] HECAS is a data base of 422 higher education contracts on a CD-ROM with full-text retrieval software. The contracts cover faculty, academic professionals, and educational support personnel in two-year and four-year higher education institutions. The edition used for this chapter is Version 3.1, 1996.

[11] Slaughter, 1993, 266. This article examines academic freedom and tenure cases reported to the American Association of University Professors.

[12] American Association of University Professors, May/June 1995.

[13] American Association of University Professors, July/August 1995.

[14] American Association of University Professors, March/April 1991.

[15] Rhoades, 1993.

[16] "A temporary appointment runs for a precisely stipulated short term, usually one year or less. It terminates automatically at the expiration of the stipulated term. It carries no implication of renewal or continuation beyond the stipulated term" (University of Northern Iowa); "The provisions of this Article shall not be deemed to create any manner of legal right, interest, or expectancy in any appointment to continuing appointment or permanent appointment. Pursuant to the Policies of the Board of Trustees, a term appointment shall automatically expire at the end of its specified period" (State University of New York). "All appointments of members are on a fixed-term basis and are not tenure-related. No appointment shall create any right, interest, or expectancy in any further appointment beyond its specific term except as expressly provided in this Article" (Portland State University, Oregon); "Where an appointment is made to fill a position temporarily vacated by a faculty member on leave, the appointment shall be a temporary non-tenure track appointment and shall so state. Such appointments may not be continued for more than four years" (Dowling College, New York).

[17] The University of Northern Iowa contract contains a similar provision: "Evaluation of Probationary and Term Faculty. Each academic department head shall annually evaluate the teaching, research, and professional service of all faculty members on probationary status prior to making recommendations to continue probation, to grant tenure, or to terminate, and all faculty on term appointment."

[18] "If, in the judgment of the college, there is a reasonable expectation that there will be sufficient adjunct employment during the Fall and Spring semesters of the following academic year, the college may issue notification of appointment on or about May 15 for the following Fall and Spring semesters to an employee who has served as an adjunct in the same department of the college for not fewer than six (6) consecutive semesters (exclusive of summer session) during the three (3) year period immediately preceding the appointment" (City University of New York). "[S]hould a term appointee be considered for a second or any subsequent term appointment, then his or her consideration for this second or any subsequent term appointment is to be reviewed by the CFA. Notification to a faculty member of a subsequent term appointment immediately following a term appointment will be made by May 15 during the year of the term appointment" (Rhode Island School of Design).

[19] "Since the nonrenewal of an appointment of a member is an act taken without prejudice, the decision not to renew an appointment is not grievable except as an alleged violation of a provision of this Agreement" (Portland State University, Oregon).

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APPENDIX

NEA Higher Education Bargaining Units

The following list of NEA higher education collective bargaining units is based on a report form developed and published by the National Center for the Study of Collective Bargaining in Higher Education and the Professions. Information has been supplemented by NEA staff.

Institution/ System	Unit Size	Year Elected	2-Yr 4-Yr	# of Campuses
Adirondack Comm. College, NY	81	85	2	1
Adirondack Comm. College/Clerical, NY	68	...	2	1
Adrian College, MI	56	75	4	1
Albion College, Dining & Hospitality, MI	...	...	4	1
Albion College, Clerical, MI	...	...	4	1
Alpena Comm. College, MI	57	65	2	1
Atlantic Comm. College, NJ	80	68	2	1
Atlantic Comm. College/Admin., NJ	25	...	2	1
Atlantic Comm. College/Support, NJ	145	...	2	1
Baker College of Flint, MI	44	78	2/4	1
Barstow College, CA	117	79	2	1
Bay de Noc Comm. College, MI	45	73	2	1
Beaver County, Comm. College of, PA	60	73	2	1
Beaver County, Comm. College of, Clerical, PA	55	...	2	1
Bellevue Comm. College, WA	482	72	2	1
Bellingham Tech. College, WA	45	...	2	1
Bergen Comm. College, NJ	276	68	2	1
Bergen Comm. College/Admin., NJ	8	...	2	1
Bergen Comm. College/AP, NJ	35	...	2	1
Big Bend Comm. College, WA	50	80	2	1
Black Hawk College Quad Campus, IL	10	92	2	...
Black Hawk Tech. College/Support, WI	55	...	2	1
Blue Mountain Comm. College, OR	77	75	2	1
Brevard Comm. College, FL	235	81	2	4
Brookdale Comm. College, NJ	206	71	2	1
Brookdale Comm. College/Admin., NJ	120	...	2	1
Brookdale Comm. College/Support, NJ	364	...	2	1
Broome Comm. College, NY	397	79	2	1
Broome Comm. College/Clerical, NY	78	...	2	1
Broome Comm. College/Maintenance, NY	43	...	2	1
Broward Comm. College, FL	330	83	2	4
Burlington County College, NJ	80	70	2	1
Burlington County College/Support, NJ	129	...	2	1
Butler County Comm. College, KS	112	71	2	1
Butler County Comm. College, PA	137	92	2	1
Butler County Comm. College/Clerical, PA	38	...	2	1
Butte College, CA	175	78	2	1

Institution/ System	Unit Size	Year Elected	2-Yr 4-Yr	# of Campuses
California State University System, CA	18,400	82	4	22
Camden County College, NJ	113	80	2	1
Camden County College/Admin., NJ	115		2	1
Carl Sandburg College, IL	59	75	2	2
Cayuga County Comm. College, NY	72	78	2	1
Central Comm. College, NE	132	85	2	3
Central Michigan University, MI	628	77	4	1
Central Michigan University/Tech., MI	135		4	1
Chaffey Comm. College, CA	525	80	2	1
Chemeketa Comm. College, OR	225	74	2	1
Chemeketa Comm. College/Adjunct, OR	320	84	2	1
Chipola Junior College, FL	70	76	2	1
Chipola Junior College/Support, FL	65	95	2	1
Chippewa Valley Tech. College, WI	210	85	2	4
Citrus College, CA	359	76	2	1
Clackamas Comm. College, OR	152	75	2	3
Clackamas Comm. College/Adjunct, OR	368	86	2	3
Clackamas Comm. College/Staff, OR	134	83	2	1
Clark College, WA	490	74	2	1
Clatsop Comm. College, OR	40	75	2	1
Clatsop Comm. College/Support, OR	134	75	2	1
Clinton Comm. College, NY	55	78	2	1
Cloud County Comm. College, KS	48	70	2	1
Coast Comm. College Dist./Adjunct, CA	1,232	79	2	3
Colby Community College, KS	151	88	2	1
College of the Sequoias, CA	145	76	2	1
Columbia Basin Comm. College, WA	27	72	2	2
Columbia-Greene Comm. College, NY	49	79	2	1
County College of Morris, NJ	192	75	2	1
County College of Morris/Support, NJ	180		2	1
Cowley County Comm. College, KS	42	69	2	1
Cumberland County College, NJ	48	68	2	1
Cumberland County College/Support, NJ	32		2	1
Cumberland County College/Tech., NJ	23		2	1
Danville Area Comm. College, IL	69	83	2	1
Danville Area Comm. College/Staff, IL	65	83	2	1
Delaware County Comm. College, PA	100	74	2	1
Des Moines Area Comm. College, IA	270	76	2	5
Des Moines Area Comm. College/Support, IA	179		2	5
Desert Comm. College, CA	122	88	2	1
Detroit College of Business, MI	30	73	4	1
Detroit/Mercy, University of, MI	230	75	4	1
Detroit/Mercy, University of/Clerical, MI	90		4	1
District of Columbia, University of, DC	430	75	4	2
Dodge City Comm. College, KS	55	91	2	1

Institution/ System	Unit Size	Year Elected	2-Yr 4-Yr	# of Campuses
DuPage, College of, IL	330	89	2	1
Dutchess Comm. College, NY	200	87	2	1
Dutchess Comm. College/Adjunct, NY	270	87	2	1
Eastern Iowa Comm. College, IA	148	75	2	3
Eastern Washington Univ.	341	95	4	1
Edison State College, OH	43	85	2	1
Elgin Comm. College/Clerical, IL	100	...	2	1
Endicott College, MA	37	73	4	1
Erie Comm. College, NY	468	78	2	3
Essex County College, NJ	151	68	2	2
Essex County College/Admin., NJ	55	...	2	1
Essex County College/Security, NJ	32	93	2	1
Essex County College/Support, NJ	200	...	2	1
Ferris State University, MI	532	73	4	1
Ferris State University/Admin., MI	16	...	4	1
Ferris State University/Clerical, MI	240	...	4	1
Finger Lakes, Comm. College of the, NY	171	78	2	1
Flathead Valley Comm College, MT	44	79	2	2
Florida State Univ. System, FL	7,695	76	4	10
Florida State Univ. System/Grad. Ass'ts, FL	4,134	82	4	2
Fox Valley Tech. College, WI	270	68	2	2
Fox Valley Tech. College/Clerical, WI	210	...	2	2
Fulton-Montgomery Comm. College, NY	81	78	2	1
Fulton-Montgomery Comm. College/Clerical, NY	31	...	2	1
Garden City Comm. College, KS	70	71	2	1
Gateway Technical College, WI	271	82	2	4
Gateway Technical College/AP, WI	85	...	2	4
Gavilan Comm. College, CA	77	77	2	1
Genesee Comm. College, NY	147	78	2	1
Geneva College/Maint., PA	45	...	4	1
Glen Oaks Comm. College, MI	31	68	2	1
Glen Oaks Comm. College/Clerical, MI	21	...	2	1
Gogebic Comm. College, MI	47	65	2	1
Gogebic Comm. College/Clerical, MI	17	...	2	1
Grand Valley State Univ./Clerical, MI	185	...	4	1
Grays Harbor College, WA	50	68	2	1
Green River Comm. College, WA	223	72	2	1
Hartnell College, CA	328	79	2	1
Hawaii, University of, HI	3,421	74	2/4	10
Hawkeye Comm. College., IA	118	80	2	1
Hawkeye Comm. College./Custodial, IA	45	...	2	1
Highline Comm. College, WA	369	65	2	1

Institution/ System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Hillsborough Comm. College, FL	256	83	2	4
Hocking Technical College, OH	51	86	2	1
Hocking Technical College/Clerical, OH	60	...	2	1
Hudson County Comm. College, NJ	45	89	2	1
Hudson County Comm. College/Support, NJ	70	89	2	1
Hutchinson Comm. College, KS	72	...	2	1
Illinois Eastern Comm. Colleges, IL	94	85	2	4
Imperial Valley College, CA	304	81	2	1
Independence Comm. College, KS	33	70	2	1
Iowa Central Comm. College, IA	92	75	2	1
Iowa Lakes Comm. College, IA	83	75	2	2
Iowa Western Comm. College, IA	108	75	2	2
Jackson Comm. College, MI	108	65	2	4
Jackson Comm. College/Clerical, MI	66	...	2	1
Jamestown Comm. College/Clerical, NY	90	...	2	2
Jefferson Comm. College, NY	100	75	2	1
Jefferson Tech. College, OH	43	85	2	1
Jefferson Tech. College/Clerical, OH	47	...	2	1
John A. Logan College, IL	85	72	2	1
John A. Logan College, ESP, IL	96	...	2	1
Johnson County Comm. College, KS	293	80	2	1
Kansas City Kansas Comm. College, KS	136	71	2	1
Kaskaskia College, IL	27	84	2	1
Kaskaskia College/Staff, IL	60	...	2	1
Keene State College, NH	161	77	4	1
Kellogg Comm. College, MI	104	68	2	1
Kellogg Comm. College/Clerical/AP, MI	52	...	2	1
Kellogg Comm. College/Maint., MI	24	...	2	1
Kendall College of Art and Design, MI	72	74	4	1
Kern Comm. College, CA	896	77	2	3
Kirkwood Comm. College, IA	200	75	2	2
Labette Comm. College, KS	40	70	2	2
Laboure College, MA	22	75	2	1
Lackawanna Jr. College, PA	26	79	2	1
Lake Superior State University, MI	118	78	4	1
Lake Superior State University/ESP, MI	112	85	4	1
Lakeland Comm. College, OH	122	78	2	1
Lakeshore Tech. College, WI	110	68	2	1
Lane Comm. College, OR	282	74	2	1
Lane Comm. College/Support, OR	366	...	2	1
Lansing Comm. College, MI	1,000	68	2	1
Lansing Comm. College/Clerical, MI	100	...	2	1

Institution/ System	Unit Size	Year Elected	2-Yr 4-Yr	# of Campuses
Lehigh County Comm. College, PA	81	70	2	1
Lehigh County Comm. College/Support, PA	36		2	1
Lewis and Clark Comm. College, IL	79	79	2	1
Long Beach City College, CA, Full-time unit	299	78	2	2
Long Beach City College, CA, Part-time unit	600	90	2	1
Lower Columbia College, WA	82	81	2	1
Luzerne County Comm. College, PA	107	71	2	1
Luzerne County Comm. College/Clerical, PA	109	71	2	1
Maine Technical College System, ME	304		2	7
Maine Technical College Sys./Admin., ME	52		2	6
Maine, University of-System, ME	1,250	78	4	7
Maine, University of-System/ESP 1, ME	1,246	78	4	9
Maine, University of-System/ESP 2, ME	863	78	4	9
Massachusetts Comm. College System, MA	1,700	76	2	15
Massachusetts Comm. College System/Cont'g Ed., MA	1,800	87	2	15
Massachusetts State Colleges, MA	1,535	77	4	9
Massachusetts State Colleges/Cont'g Ed., MA	1,050	87	4	9
Massachusetts State Colleges/Prof. Admin., MA	447	79	4	9
Massachusetts, University of, Lowell, MA	509	76	4	1
Massachusetts, University of, MA	1,800	76	4	4
Massachusetts, University of/ESP, MA	1,293	80	4	2
McHenry County College, IL	73	71	2	1
Medicine and Dentistry, Univ. of/Acad. Prof., NJ	97	84	4	3
Mendocino College/Adjunct, CA	9	94	2	1
Merced College, CA	490	76	2	1
Mercer County Comm. College, NJ	121	70	2	1
Metropolitan Comm. College, NE	159	74	2	4
Michigan State University/AP, MI	780	85	4	1
Mid-Michigan Comm. College, MI	38	68	2	2
Mid-Michigan Comm. College/Clerical, MI	42	68	2	2
Mid-Plains Comm. College Area, NE	85	76	2	2
Mid-State Tech. College, WI	90	70	2	3
Mid-State Tech. Inst./Custodial, WI	12		2	3
Minnesota Comm. College System, MN	2,200	72	2	20
Minnesota Tech. Colleges, MN	2,400	95	2	34
Minnesota, Univ. of, Duluth, MN	325		4	1
Mitchell Tech. Inst./Support, SD	13		2	1
Monroe County Comm. College, MI	61	73	2	1
Monroe County Comm. College/Custodial, MI	17	93	2	1
Montcalm Comm. College, MI	27	68	2	1
Montcalm Comm. College/Support, MI	26	68	2	1
Monterey Peninsula College, CA	307	76	2	1
Moraine Park Tech. Coll./Support, WI	100		2	1
Mott Comm. College, MI	415	66	2	3
Mott Comm. College/Prof./Tech., MI	100		2	1

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Institution/ System	Unit Size	Year Elected	2-Yr 4-Yr	# of Campuses
Mount Hood Comm. College, OR	160	80	2	1
Mount Hood Comm. College/Adjunct, OR	400	82	2	1
Mount San Antonio College, CA	696	76	2	1
Mount San Jacinto College, CA	63	76	2	2
Muskegon Comm. College, MI	98	65	2	1
Muskegon Comm. College/Clerical, MI	43	...	2	1
Napa Valley College, CA	266	77	2	1
National College of Business, SD	40	76	4	1
Nebraska-Kearney, University of, NE	318	76	4	1
Nebraska State Colleges, NE	239	76	4	3
Nebraska State Colleges/Prof., NE	70	94	4	3
Niagara County Comm. College, NY	225	78	2	1
Niagara County Comm. College/Clerical, NY	120	...	2	1
Nicolet Area Tech. College/Clerical/Maint., WI	40	...	2	1
North Central Michigan College, MI	30	80	2	1
North Central Tech. College, WI	138	69	2	2
North Central Tech. College/Tech., WI	40	...	2	2
North Country Comm. College, NY	65	78	2	3
North Orange County Comm. College, CA	515	79	2	2
Northeast Iowa Comm. College/Area I, IA	143	75	2	2
Northeast Iowa Comm. College/Area IV, IA	32	75	2	1
Northeast Comm. Colleges, NE	90	90	2	1
Northeast Wisconsin Tech. College, WI	215	72	2	3
Northeast Wisconsin Tech. College/Clerical, WI	100	...	2	3
Northeast Wisconsin Tech. College/Tech., WI	50	...	2	3
Northern Iowa, University of, IA	680	91	4	1
Northern Mich. University/Tech. & Appl. Sci., MI	23	80	2	1
Northwest Iowa Tech. College, IA	33	75	2	1
Northwest Tech. College, OH	46	75	2	1
Northwest State CC/ESP, OH	20	86	2	1
Oakland Comm. College, MI	291	71	2	5
Oakton Comm. College, IL	151	86	2	1
Oakton Comm. College/Part-time, IL	118	85	2	1
Ocean County College, NJ	128	68	2	1
Ocean County College/Support, NJ	148	...	2	1
Ocean County College/Admin.-Primary, NJ	33	93	2	1
Ocean County College/Admin.-Supervisory, NJ	19	93	2	1
Olympic College, WA	401	64	2	1
Orange County Comm. College, NY	203	78	2	2
Palm Beach Comm. College, FL	200	75	2	4
Palo Verde Comm. College, CA	57	80	2	1
Pasadena City College, CA	348	79	2	1
Passaic County Comm. College, NJ	62	72	2	1

Institution/ System	Unit Size	Year Elected	2-Yr 4-Yr	# of Campuses
Passaic County Comm. College/Admin., NJ	54	93	2	1
Passaic County Comm. College/Support, NJ	76		2	1
Peirce Junior College, PA	22	92	2	1
Peninsula College, WA	121	67	2	1
Pennsylvania College of Technology, PA	218	71	2/4	2
Pensacola Jr. College, FL	232	85	2	3
Pima Comm. College, AZ	287	78	2	5
Pittsburg State Univ., KS	218	74	4	1
Pratt Comm. College, KS	34	77	2	1
Rancho Santiago Comm. College/Cont'g Ed., CA	509	77	2	2
Raritan Valley Comm. College/Admin., NJ	45		2	1
Rhode Island, Comm. College of, RI	320	72	2	3
Rhode Island, Comm. College of/Prof. Staff, RI	130	80	2	2
Rhode Island, Comm. College of/Clerical, RI	189		2	2
Rhode Island School of Design, RI	114	78	4	1
Rhode Island School of Design/Adjunct, RI	80	80	4	1
Rhode Island, University of/Physicians, RI	4	79	4	1
Rhode Island, University of/Prof., RI	241		4	1
Rhode Island, University of/Clerical, RI	488		4	1
Rio Hondo Comm. College, CA	660	79	2	1
Riverside Comm. College, CA	785	78	2	3
Robert Morris College/Custodial, PA	65		4	1
Roger Williams College, RI	243	72	4	2
Roger Williams College/Clerical, RI	59		4	1
Roger Williams College/Custodial, RI	34		4	1
Rogue Comm. College, OR	65	75	2	1
Saddleback Comm. College, CA	984	76	2	2
Saginaw Valley State University, MI	180	72	4	1
Saginaw Valley State University/ESP, MI	37	78	4	1
Saginaw Valley State University/Clerical, MI	140		4	1
St. Bernard Parish Comm. College, LA	30		2	1
St. Clair County Comm. College, MI	97	68	2	1
St. Clair County Comm. College/Clerical, MI	55		2	1
Saint Leo College, FL	56	79	4	1
St. Louis Comm. College, MO	435	77	2	3
Salem Comm. College, NJ	35	75	2	1
Salem Comm. College/Support, NJ	14		2	1
San Bernadino Comm. College, CA	643	84	2	2
San Joaquin Delta College, CA	633	77	2	1
San Jose/Evergreen Comm. College Dist., CA	952	77	2	2
Santa Clarita Comm. College/Dist. 6, CA	260	77	2	1
Sauk Valley College, IL	60	69	2	1
Schenectady County Comm. College, NY	76	78	2	1
Schoolcraft College, MI	420	72	2	1

Institution/ System	Unit Size	Year Elected	2 Yr 4 Yr	# of Campuses
Schoolcraft College/Clerical, MI	50		2	1
Schoolcraft College/Maintenance, MI	39		2	1
Shasta College, CA	394	76	2	1
Shawnee Comm. College, IL	42	84	2	1
Shawnee State University, OH	118	75	4	1
Shawnee State University/ESP, OH	80	75	4	1
Sierra Comm. College Dist., CA	502	77	2	1
Skagit Valley College, WA	379	65	2	2
Solano Comm. College, CA	384	76	2	1
South County Community College, CA	895	78	2	2
South Dakota University System, SD	1,168	77	4	6
Southeast Comm College/Prof., NE	70	94	4	3
Southeastern Comm. College, IA	89	87	2	2
Southeastern Comm. College/Prof., IA	70	94	4	3
Southeastern Comm. College/Prof. Adm., IA	55	91	2	3
Southeastern Illinois College, IL	67	85	2	1
Southeastern Voc. Tech. Inst./Clerical, SD	10		2	1
Southern Illinois Univ.-Carbondale, IL	740	96	4	1
Southern Illinois Univ.-Carbondale/Staff, IL	96	88	4	1
Southern Illinois Univ.-Carbondale/ESP, IL	658	78	4	1
Southern Illinois Univ.-Edwardsville/AP, IL	280	88	4	2
Southern Illinois Univ.-Edwardsville/Tech., IL	100	92	4	2
Southern State Comm. College, OH	40	85	2	3
Southwestern Comm. College, CA	214	77	2	2
Southwestern Comm. College, IA	44	75	2	2
Southwestern Tech. College, MN	140	85	2	4
Spokane, Comm. Colleges of, WA	453	70	2	2
Spoon River College, IL	35	73	2	1
Spoon River College/Tech., IL	30	92	2	1
Spoon River College/Correctional Center, IL	8	92	2	1
Sullivan County Comm. College, NY	120	78	2	1
Sullivan County Comm. College/Staff, NY	111		2	2
Suomi College/Support, MI	31		2	1
Taft College, CA	54	76	2	1
Terra Tech. College, OH	46	85	2	1
Thaddeus Stevens State School of Tech., PA	39	72	2	1
Tompkins-Cortland Comm. College, NY	91	82	2	1
Treasure Valley Comm. College, OR	55	80	2	1
Ulster County Comm. College, NY	86	78	2	1
Ulster County Comm. College/Staff, NY	57	84	2	1
Union County College/Acad. Prof., NJ	67		2	4
Union County College/Clerical, NJ	90		2	4
Union County College/Maintenance, NJ	39		2	4
Union County College/Support, NJ	18		2	4

Institution/ System	Unit Size	Year Elected	2-Yr 4-Yr	# of Campuses
Victor Valley College, CA	89	76	2	1
Walla Walla Comm. College, WA	255	68	2	3
Warren County Comm. College, NJ	12	92	2	1
Washtenaw Comm. College, MI	174	66	2	1
Waukesha County Tech. College, WI	210	67	2	3
Waukesha County Tech. College/Support, WI	175	...	2	3
Wenatchee Valley College, WA	65	65	2	2
West Hills Comm. College, CA	50	77	2	1
Westmoreland County Comm. College, PA	105	72	2	1
Westmoreland County Comm. Coll./Support, PA	12	...	2	1
West Shore Comm. College, MI	28	84	2	1
West Shore Comm. College/Clerical, MI	33	...	2	1
Western Iowa. Tech. Comm. College, IA	88	76	2	1
Western Nebraska Comm. College, NE	70	76	2	2
William R. Harper Comm. College/Custodial, IL	85	...	2	1
William R. Harper Comm. College/Part-time, IL	400	94	2	1
Williamsport Area Comm. College, PA	158	72	2	2
Youngstown State University, OH	424	72	4	1
Youngstown State University/AS, OH	440	85	4	1
Youngstown State University/AP, OH	100	86	4	1

NOTES:

1. Unit size is full-time, or full-time and part-time, as reported by unit. Units are faculty unless otherwise stated. AP = Academic Professional unit. AS = Administrative staff unit.

2. This table employs the definition of a branch campus used by the National Center for Education Statistics. A branch campus, notes the NCES definition, possesses these characteristics: a permanent administration, programs offered that are at least two years in length, location not within commuting distance of the parent campus.

3. While we believe the list to be accurate, unit size and affiliation change. If there are errors in the list, please write to the Higher Education Office, NEA, with updated information, and the listing will be corrected.

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State Fiscal and Policy Climate for Higher Education: 1996

by William Zumeta and John Fawcett-Long

***William Zumeta** is associate professor in the Graduate School of Public Affairs and adjunct associate professor in the College of Education at the University of Washington. He has also taught at UCLA, the University of British Columbia, and the Claremont Graduate School. Zumeta, the author of* Extending the Educational Ladder *(Lexington Books, 1985), and co-editor of* Washington Policy Choices: State Strategy for the Nineties *(University of Washington, 1990), currently researches state higher education policy and finance.*

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This chapter surveys the economic, fiscal, and policy climate of higher education on the national level and state-level differences in demographic, political, and fiscal conditions. The fortunes of higher education are closely tied to the economy. Fortunately, recent economic performance suggests a mildly optimistic scenario as of mid-1996 and for the foreseeable future. But this scenerio is likely to be the calm before a serious longer-term disturbance in the environment for higher education.

Our discussion of the national economy includes sections on regional differences and trends. We analyze developments on the state economic and fiscal front, including the implications of the federal budget debates; the standard aggregate indicators show relatively good current financial health across the states. Our discussion of long-term financial concerns emphasizes the proposed devolution of costly federal responsibilities to the states and the disturbing growth of other large, "mandated" state functions that have recently outcompeted "discretionary" higher education for shares of the state budget. These two issues are closely related—most devolution schemes would give states more decision-making authority and more fiscal responsibility for expensive, fast-growing health and social service programs.

State funding for higher education in FY 1996 showed mixed tendencies. Support slightly outpaced the inflation rate for the last several years, but few states made up the fiscal ground lost during the severe retrenchment of the early 1990s. Most systems are therefore poorly positioned to respond to the dramatic growth in demand for access to higher education expected during the next decade. The pricing of higher education climbed sharply as states and institutions sought to replace revenue from state appropriations with higher tuition and fees. Tuition growth rates slowed in the last two years as the economy and state treasuries stabilized, but remained about twice the rate of inflation and well above the growth in family incomes. State and federal student aid lagged behind these increases, raising serious questions about future institutional enrollment capacity and student access, especially for lower-income and minority students.

This chapter ends by analyzing implications of the continuing fiscal and related pressures on higher education. The good news is that society will continue to demand the services of higher education. We may be squeezed but, unlike some other public services, we are unlikely to starve.

NATIONAL ECONOMIC DEVELOPMENTS

The national economy slowed to a "soft landing" in 1995, avoiding a recession. Gross Domestic Product (GDP) increased 2.7 percent—a reasonably healthy growth rate after inflation, but a decline from 3.5 percent in 1994. The Federal Reserve Board raised interest rates in 1994 and early 1995, helping to stabilize economic growth, and then reduced short-term rates a cautious quarter of a percentage point three times between July 1995 and January 1996. Rates then went untouched through June 1996, and few observers predicted an increase before the fall 1996 election.[1] The Consumer Price Index (CPI) continued its docile behavior of recent years, increasing 2.8 percent in the 12 months ending in March 1996.[2] Many economists forecasted continued modest economic growth, relatively low inflation, and a stable unemployment rate through 1996.[3]

In early 1996, the Clinton Administration, the Congressional Budget Office (CBO), and *Blue Chip Economic Indicators*, a respected business economics publication, forecasted GDP growth rates ranging from 2.0 to 2.2 percent in 1996 and from 2.0 to 2.3 percent in 1997.[4] These forecasts were somewhat lower than the performance of the past two years and were modest by the standards of postwar economic expansion periods. On the positive side, the recovery from the 1990-91 recession was, by mid-1996, one of the longest in postwar history. The three forecasters expected approximately 3 percent growth in the CPI for 1996 and 1997.[5] Not all economists were optimistic. In early 1996, two groups of economists saw a recession possibly beginning by year's end, with the prospects rising for 1997 and 1998.[6]

Fourth quarter exports grew by 11 percent, and gained 8.3 percent for all of 1995.[7] Economists forecasted exports to show annual real increases of 6 to 8 percent through the decade and expected investments in information technologies to lead the economic expansion in 1996.[8] Consumer spending led a first quarter 1996 GDP growth rate of 2.3 percent by increasing at an annual rate of 3.5 percent; the 2.5 percent (annualized) inflation rate for the quarter confirmed earlier forecasts.[9] Stock prices rose sharply—the Standard and Poor's 500-stock index increased about 33 percent in 1995.[10]

The unemployment rate in 1995 and early 1996 ranged from 5.4 percent in February 1995 to 5.8 percent in January 1996,[11] easing to 5.6 percent in May and to 5.1 percent in August.[12] The forecasters predicted 6 percent or lower unemployment rates for the foreseeable future. The Plains (3.3 percent) and Rocky Mountain (3.8 percent) regions had the lowest unemployment rates as of December 1995; the Far West (7.1 percent), Mid-Atlantic (6.1 percent), and Southwest (5.8 percent) regions had the highest rates.[13] The economy created approximately 200,000 jobs per month through the first five months of 1996, after an average monthly increase of 144,000 in 1995.[14] A strong service sector carried the economy. Between March and December 1995, nongovernmental service jobs increased by 1.1 million, while the manufacturing sector *lost* 202,000 jobs.[15]

Aggregate economic growth was steady, but substantial numbers of corporate layoffs continued.[16] These layoffs affected white-collar professionals as much as blue-collar workers for the first time in U.S. postwar history.[17] Wages continued their sluggish growth, but the more educated fared substantially better than workers lacking postsecondary credentials.[18] Overall, wages and benefits rose only 2.9 percent in 1995—just barely above inflation and the smallest gain in 14 years.[19] Thus, the economy churned along fairly well in an aggregate sense and stock market investors profited handsomely, but many workers did not share in the prosperity.

In late 1995 and early 1996, battles between the Republican-led Congress and the Clinton Administration over the "Contract with America" and the federal budget, especially health care spending and tax cuts, produced two government shutdowns. Congress and the President agreed in principle to balance the budget by 2002, but made little progress on the specifics. Many economists felt that credible movement toward a balanced budget could have substantial economic impacts, though not all positive.[20] In any case, only in April 1996, more than six months after the statutory deadline, did the two sides come to even a patchwork agreement on the FY 1996 budget. Few observers predicted enactment of a permanent plan before the November 1996 elections.[21] Congressional focus on cutting social programs and higher education funding could wane somewhat in 1997, in the new 105th Congress. But most analysts see economic benefit from an end to gridlock and uncertainty over tax and budget policy, whatever the policy choices made.

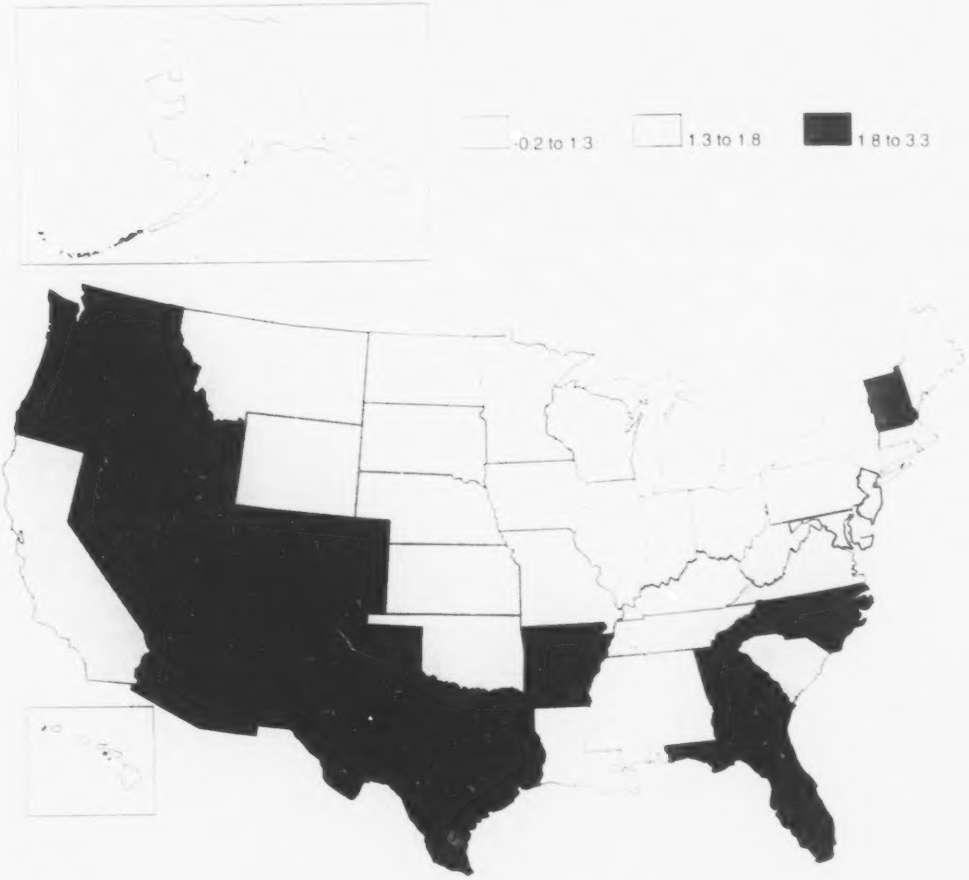
REGIONAL PATTERNS[22]

Economists expected the largest employment growth between the fourth quarters of 1995 and 1997 to occur in the Southwest, the Pacific Northwest, and in Georgia and Florida. These economists expected the eastern Midwest, the industrial Northeast, and Alabama, Louisiana, and Mississippi to show the slowest regional employment growth (Figure 1). These forecasts resembled recent patterns, though the three Southeastern states showed a notable downslide, while the Pacific Northwest was on the upswing.

The South—now the country's most popu-

FIGURE 1

WESTERN STATES WILL ACHIEVE THE STRONGEST EMPLOYMENT GROWTH
(ANNUAL PERCENT CHANGE, 1995:4 TO 1997:4



SOURCE: Johnson et al., 1996

lous region—features mild winters, low taxes, cheap energy, and low business and housing costs. Since the end of the 1991 recession, the South consistently led other regions in job growth, the service sector accounting for half the new jobs.[23] Some states showed gains in manufacturing employment: Tennessee and Kentucky (automobiles) and Texas (semiconductors), for example. Construction and exports showed strength. Preparations for the 1996 Olympics in Atlanta aided tourism.[24] Economists expected weaker performances from states that depended on declining industries such as textiles and apparel (Alabama, Kentucky, Louisiana, Mississippi, and West Virginia), or on the overexpanded gaming industry (Louisiana and Mississippi).

Observers expected only modest growth in the Midwest in 1996, with losses from heavy rainfall and flooding early in the year offsetting gains from higher agricultural commodity prices. The region's large industrial base was expected to generate its lowest increase in payroll totals since recessionary 1991; worker strikes affected several industries.[25] Illinois, Indiana, and Wisconsin were expected to benefit the most from service sector growth.

The Western region contained the top five states in job growth in 1995: Nevada, 6.2 percent; Utah, 5.6 percent; New Mexico, 5.1 percent; Oregon, 4.3 percent, and Arizona, 4.0 percent. Economists expected seven of the 10 states with the fastest rates of job growth between the fourth quarters of 1995 and 1997 to be in the West.[26] The West South Central states continued to show the nation's lowest unemployment rates—under 3 percent in three states, and under 4 percent in the other four. The Pacific Southwest and the West South Central states led the nation in export growth. Their 18 percent gains helped to fuel robust employment expansion. The Pacific Southwest benefited most from high-technology exports; semiconductor exports soared 35 percent in 1995.[27]

California's economy rebounded from the recession of the early 1990s. The state was expected to have recovered the 520,000 jobs lost between 1990 and 1993 by early 1996.[28] Job growth increased from a dismal 0.9 percent in 1994 to 2.3 percent in 1995.[29] So-called "21st century" industries—high technology, professional services, and foreign trade and entertainment—led the state's recovery, providing high-paying jobs and "cushioning the blow from the peso's devaluation."[30] But an 8 percent unemployment rate, about 2 percent above the national figure, tarnished California's shining recent performance. Fears persisted that the state—fiscally limited by ballot initiatives (beginning with Proposition 13 in 1978), the end of the state's inheritance tax, and the permanent indexing of income tax brackets—has underinvested in its infrastructure, including schools, universities, roads, and rapid transit.[31] Also, California's sales tax, an important revenue generator, does not apply to the growing services and financial transactions sectors.[32] "California ranks in the top third in terms of public expenditures per student in higher education," notes one analyst, "but only 35th in expenditures per K-12 student, and 42nd in terms of these expenditures as a portion of state wealth."[33] Similar low rankings in other areas give credence to the idea that a two-tiered society is emerging in the giant "Golden State," with the "have-nots" dependent on government services faring poorly.[34]

Aircraft and high-tech exports were "a significant part of the economic success story in many western states."[35] Between 1990 and 1995, exports from Arizona, Colorado, Idaho, Oregon, and Utah doubled, while California and New Mexico's increased by two-thirds.[36] The Pacific Northwest stood to benefit from a growing backlog of aircraft export orders.[37] Washington also benefited from exports of software (especially by Microsoft) and biotechnology and agricultural products. Economists expected Oregon to continue to lead the states in job growth, fueled by high-tech gains;[38] they also expected strong showings in Nevada and Utah. The Pacific Southwest continued to lead the regions in job growth, but the boom slowed in Arizona, Colorado, and Nevada. Continuing weakness in the tourism industry caused Hawaii's last-place performance in the West; Alaska and Montana were also expected to perform poorly.[39]

The economic performance of the Northeast improved in 1995. The region has recovered 61 percent of the jobs lost in the recent recession; Maine, New Hampshire, Pennsylvania, and Vermont showed full job recovery.[40] New York, New Jersey, and Pennsylvania, facing continuing losses of manufacturing and defense-related jobs, were expected to experience sluggish employment growth.[41] Gains in services and manufacturing led to a 2.4 percent employment increase in Massachusetts in 1995, but mergers in the banking and insurance industries brought predictions of layoffs in 1996 and 1997.[42]

"[S]luggish population gains, uncompetitive business costs and consolidations in financial services, utilities, and defense-related manufacturing" led analysts to predict below-average economic performance in the Northeast.[43] Economists forecasted only two Northeastern states, New Hampshire and Vermont, to outpace the U.S. job growth rate between 1995 and 2000; they expected Connecticut, New York, Pennsylvania, and Rhode Island to rank among the bottom five states.[44] Most economists predicted the Northeast to suffer the worst effects of deregulation of the banking and telecommunications industries and cuts in Medicare and Medicaid.[45]

FEDERAL BUDGET OUTLOOK AND IMPACTS

A balanced federal budget by 2002, according to one forecast, meant the greatest job gains for the East North Central and West South Central regions, followed by the East South Central region.[46] These regions, with high concentrations of manufacturing industries, should prosper from increased private investment and exports that may result from a balanced budget. The Middle Atlantic and Pacific Southwest regions would lose the most jobs, followed by the South Atlantic, Pacific Northwest, and New England regions. These coastal regions depend more heavily on federal jobs, health-care programs, and defense spending.[47] Economists expected a balanced budget to contribute a 0.5 percent annual increase in the GDP between 2001 and 2005 and a 0.8 percent increase in 2005,[48] after some initial growth-retarding effects.[49]

The FY 1996 federal budget, finally completed in late April 1996, reduced discretionary domestic appropriations by 9.1 percent. But the budget contained no significant reductions in Medicare, Medicaid, or welfare, despite intense disputes over the nature and size of these large, formula-driven entitlement programs. In June 1996, the Republican majority in Congress renewed its commitment to a balanced budget by 2002 by passing prospective budget guidelines, almost entirely along partisan lines. The guidelines recommended saving $700 billion from projected spending in the next five years, with most cuts coming from domestic programs, including Medicare, Medicaid, and welfare.[50] These guidelines were not law and did not require the President's signature, so this action postponed resolution of the deep philosophical differences between the parties until after the November 1996 elections.

The states, confronted by an extended limbo that made fiscal and programmatic planning problematic, postponed major changes to many services. But the FY 1996 budget cuts affected state finances, while directly reducing higher education spending through the federal student aid and research programs.[51] Barring a major political shift, the states and higher education faced years of budget stringency in Washington.

STATE FISCAL CONDITIONS AND TRENDS

State fiscal conditions improved considerably in FY 1996, but an anticipated mild economic slowdown, tax cuts, expenditure limitations, and reduced federal aid to the states may decrease state revenue growth in FY 1997.

Estimates for the aggregate (all states) year-end fund balance—general fund plus "rainy-day" fund balances at the end of the fiscal year as a percentage of general fund expenditures—were a healthy 5.1 percent for FY 1996 and 4.8 percent for FY 1997.[52] This indicator of the fiscal health of the states was just 1.1 percent in 1991, and 1.8 percent in 1992.[53] Annual aggregate year-end fund balances totalled more than 4 percent each year since 1992; the 5.9 percent figure for FY 1995 was the highest balance since 1980 (Table 1). In FY 1995, state legislative fiscal officers reported general fund revenue collections at least 1 percent above target in 21 states—mostly in the West, the Plains, and the Southeast—and in Puerto Rico.[54] California showed the largest boost to state coffers. That state had projected a deficit of over $1 billion in FY 1995, but, a stronger-than-anticipated economy led to a final deficit of $300 million.[55]

More than a dozen states have bolstered and secured their rainy day accounts since the recession of the early 1990s.[56] Eight states put

TABLE 1

TOTAL YEAR-END BALANCES, FY 1979 TO FY 1997

Fiscal Year	Total Balance (Billions)	Total Balance (Percent of Expenditures)
1997	$18.0*	4.8%
1996	18.7	5.1
1995	20.8	5.9
1994	16.9	5.1
1993	13.0	4.2
1992	5.3	1.8
1991	3.1	1.1
1990	9.4	3.4
1989	12.5	4.8
1988	9.8	4.2
1987	6.7	3.1
1986	7.2	3.5
1985	9.7	5.2
1984	6.4	3.8
1983	2.3	1.5
1982	4.5	2.9
1981	6.5	4.4
1980	11.8	9.0
1979	11.2	8.7

Figures for FY 1996 are estimates, and figures for FY 1997 are recommendations.

SOURCE: National Association of State Budget Officers, 1996.

budget stabilization measures into their state constitutions, restricting the expenditure of such funds to carefully defined fiscal emergencies.[57] Several states, anticipating a severe shortfall in federal funding, sequestered money.[58] These measures, of course, restrict a state's capacity to meet immediate needs.

State aggregate general fund spending increased 6.3 percent in FY 1995 and was expected to grow by 4.5 percent in FY 1996. The budget proposals submitted to legislatures by the governors in early 1996 included only a 1.8 percent increase for FY 1997.[59] Annual general fund spending increases averaged 8 percent during the 1980s (Table 2).[60] After passing their FY 1996 budgets, 11 states enacted mid-year cuts totaling $859 million, or less than 1 percent of state general fund budgets.[61] "This compares with eight states [who had to make midyear cuts] in FY 1995; nine states in FY 1994; 22 states in FY 1993; and 35 states in FY 1992, the peak year in midyear budget adjustments."[62]

TABLE 2

STATE NOMINAL AND REAL ANNUAL BUDGET INCREASES, FY 1979 TO FY 1997

	State General Fund	
Fiscal Year	Nominal Increase	Real Increase
1997	1.8%*	-0.8%*
1996	4.5*	1.9*
1995	6.3	3.2
1994	5.0	2.3
1993	3.3	0.6
1992	5.1	1.9
1991	4.5	0.7
1990	6.4	2.1
1989	8.7	4.3
1988	7.0	2.9
1987	6.3	2.6
1986	8.9	3.7
1985	10.2	4.6
1984	8.0	3.3
1983	-0.7	-6.3
1982	6.4	-1.1
1981	16.3	6.1
1980	10.0	-0.6
1979	10.1	1.5
1979-1997 average	6.7%	1.7%
1980-1990 average	8.0%	2.0%

** FY 1996 figures are based on the change from FY 1995 actuals to FY 1996 estimated. FY 1997 figures are based on the change from FY 1996 estimated to FY 1997 recommended.*

NOTE: The state and local government implicit price deflator was used for state expenditures in determining real changes.

SOURCE: National Association of State Budget Officers, 1996.

Many states recalled the painful recession by showing fiscal conservatism, especially in their revenue forecasts, despite the better economic performance of recent years. Four states expected a decrease in general fund appropriations between FY 1995 and FY 1996; 18 states expected a modest zero-to-4.9 percent increase in appropriations. For FY 1997, the governors of 11 states recommended reduced spending, and the governors of 27 states called for only a zero-to-4.9 percent growth rate.[63] These conservative spending recommendations, despite relatively favorable economic conditions, reflect the effects of the Republican takeover of many statehouses and legislatures in 1994.

Changes in tax policies reflected these philosophical changes—30 states enacted tax reductions in 1995. State tax cuts were expected to reduce revenues—relative to what tax and revenue policies under prior law would have collected—for the third consecutive year, by $4.0 billion in FY 1997. Prior reductions were $3.8 billion in FY 1996 and $2.6 billion in FY 1995. Revenues had not declined for *two* consecutive years since 1979 and 1980, when states last cut taxes significantly during a period of prosperity.[64] Decreased personal income tax rates accounted for most revenue reductions.[65] Nineteen states enacted personal income tax decreases in FY 1996 (three states enacted slight increases); the largest reductions came in New York ($1.85 billion), California ($457 million), Massachusetts ($133 million), Ohio ($69 million), Indiana ($60 million), and Arizona ($50 million).[66] New York ($319 million) and California ($110 million) enacted relatively large business tax decreases.[67] Georgia ($175 million) and Missouri ($150 million) enacted sizable sales tax decreases.

Despite these cuts and a lot of accompanying rhetoric, noted one analyst, no state enacted what he considered a large permanent reduction in state taxes.[68] "Only four states," he added, "reduced their highest marginal income tax rate."[69] The tax cut trend resembled prior responses to economic upturns; states, he contended, usually spend part of the potential revenue "bonus" from prolonged economic growth on tax cuts.[70] But concern about the location and size of looming federal budget cuts led state officials to adopt relatively cautious measures. Also, several states studied the impact of potential federal cuts;[71] a few actually set money aside.

Increased aid to local governments also continued to strain state budgets. States enacted property tax relief, helped to reduce fiscal disparities across school districts, and increased state support to local governments.[72] States commonly increase such aid during periods of prosperity, but the subsidies may prove difficult to sustain if federal aid is cut—just when local governments will most need help.

LONG-TERM FINANCIAL CONCERNS

The states, notes a recent survey, will continue to strive for efficiency and effectiveness as a way of reconciling increased responsibilities with decreased federal support during a period of "uneven economies and public skepticism about government services."[73] Legal limitations on tax or spending capacity in 20 states further heighten the desire for efficiency.[74] States have eliminated or merged functions or departments, privatized services, instituted quality management and performance-based pay systems, and used governors' commissions to review state operations. For higher education, this climate implies continued close scrutiny of "performance" and costs.

"Devolution": Implications for the States

The Republican-controlled 104th Congress pressed several bills that sought to "devolve" current federal or joint federal-state entitlement and discretionary programs into block grants to the states, accompanied by fewer mandates. The Congressional leadership linked devolution to the budget debate by proposing substantial reductions in federal spending for these programs.[75] Targeted programs included Medicaid, Aid to Families with Dependent Children (AFDC), school lunches, food stamps and other nutrition and social services programs, and job training. In August 1996, Congress passed, and President Clinton signed, far-reaching welfare reform legislation. The President and Congress also came near to agreement on a job training block grant. This legislation combined more than 100 federal programs while reducing total annual federal spending by about 20 percent, but the parties could not seal the deal.[76] President Clinton had earlier vetoed drastic Medicaid reform legislation.[77] Congress and the President took no final action to devolve authority or dramatically reduce federal contributions in any other federal or state partnership program as of mid-1996, and no action seemed likely until after the election.

The 1995-96 budget debate centered on changing the federal role in domestic programs. President Clinton, in his 1996 State of the Union address, acknowledged that "the era of big government is over," and that some long-term budget-tightening and decentralization of control over federal and state programs was likely.

Transforming entitlement programs into block grants, though, meant the states would have to pick up the tab, that is, cut benefit levels or change eligibility criteria, should a recession or a demographic shift increase the numbers of recipients beyond projected levels.[78] Creating block grants from previous entitlement programs, argued one observer, would lead to "a race to the bottom"[79] as states, no longer rewarded with federal matching funds for dollars spent, sought to reduce their tax burdens.[80]

But attributing less compassion to the states than to the federal government in providing for the needy, argued another analyst, was based on outdated stereotypes.[81] A "tiny rural oligarchy" no longer dominates any state legislature, and the one-person, one-vote decision has enabled many groups to gain broader representation. Still, significant wealth and philosophical differences remain among the states. Under devolution, these factors would likely widen benefit differences, while lowering most benefit levels. Even under the pre-reform federal-state AFDC funding arrangements, the level of welfare benefits for a family of four varied from $660 a month in New York to $220 a month in Mississippi, a factor of three.[82]

In late 1995, Congress, in its budget reconciliation bill, attempted to balance the budget by 2002 by replacing several entitlement programs with block grants, but President Clinton vetoed this legislation. The bill provided for significant reductions in federal funding, but it increased state discretion. Federal Medicaid and non-Medicaid mandatory program spending would have been 28 percent and 7.4 percent lower, respectively, in 2002 than projected under current law.[83] Total cuts in federal grants to state and local governments, relative to current-law projections, would have reached $95 billion in FY 2002—a nationwide per capita decline of $425.[84] Louisiana ($880), West Virginia ($682), and New York ($666) would have sustained the largest estimated cuts, thereby creating substantial pressure for states to replace these lost funds.[85]

Finally, devolution may lead to a sharp increase in lawsuits against state and local governments. Until now most suits regarding the adequate and fair provision of services have been directed at the federal government.[86] A recent study identified 3,500 legal opinions on federal cases affecting state, local, or tribal governments in 1994 alone, involving at least 100 federal laws.[87] This potential litigation onslaught may lead to legally conservative approaches by states to implementing programs under the new federalism.

Trends in State Finances

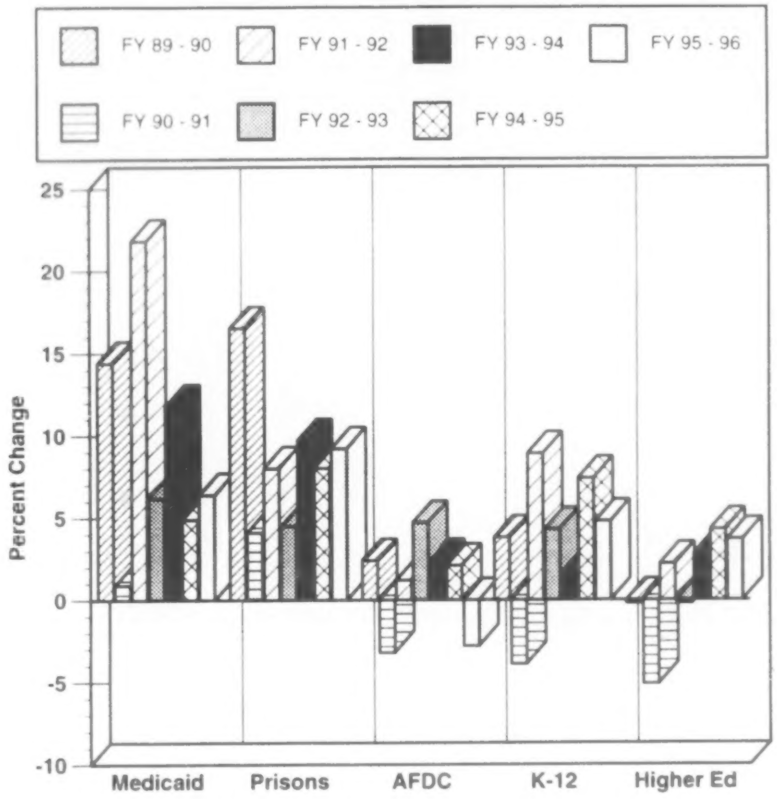
Three major state general fund categories—Medicaid, corrections, and K-12 education—received greater appropriations increases in FY 1996 than the 3.7 percent aggregate increase in higher education funding (Figure 2). Corrections—about 6 percent of the state general fund budget nationwide—was the fastest growing category: a 9.2 percent increase in FY 1996 followed increases of 8 percent in FY 1995 and 9.7 percent in FY 1994. State spending on Medicaid—14 percent of all general fund expenditures—increased 6.4 percent in FY 1996. Prior annual increases ranged from 5 percent to nearly 22 percent between FY 1991 and FY 1995. K-12 education expenditures—31 percent of total spending, by far the largest general fund category—increased by 4.8 percent in FY 1996. Aid to Families with Dependent Children (AFDC), usually the slowest growing category in recent welfare-bashing years, posted a 2.8 percent *decrease* in FY 1996—the only function among the top five to fare worse than higher education.

An analysis of recent funding trends follows:

Medicaid—The size and growth of this program and the prospect of many more aged and costly clients on the rolls made Medicaid the biggest fiscal concern of the states. The protracted federal budget negotiations also focused on Medicaid. Republicans sought to link the program to welfare reform and to end the entitlement, but President Clinton resisted the linkage.[88] An agreement between Congress and the White House appeared unlikely before

FIGURE 2

ANNUAL CHANGES IN MAJOR EXPENDITURE CATEGORIES FROM STATE GENERAL FUNDS FY1990 TO FY1996



SOURCE: Mortenson, 1996a

the post-election Congress meets in 1997. State officials delayed proposing their own reforms until changes to federal regulations and spending are enacted.[89]

In FY 1993, Medicaid surpassed higher education as the second largest state general fund expenditure category, after K-12 education. Only three years later, Medicaid's 14 percent of state general fund appropriations for FY 1996 was well above higher education's 11.9 percent share. The share of total state spending devoted to Medicaid increased in all but six states between 1990 and 1994.[90] Removing Medicaid spending reductions in California (-4.5 percent) and New York (-3.6 percent)—32 percent of all state Medicaid expenditures—from the national calculation raises the aggregate state spending increase for Medicaid in FY 1996 from 6.4 percent to a more worrisome 8.0 percent.[91]

The dramatic increases in Medicaid spending seen in the early 1990s, many analysts concluded, were unlikely to continue. States have absorbed federally mandated increases in the number of recipients, the recession has ended, the federal government has clamped down on state "tax-and-match" operations[92] to increase their Medicaid funding, and about 40 states have enacted managed care provisions to reduce costs.[93] Eliminating federal matching requirements, these observers argued, would likely further discourage states from Medicaid spending.[94] But others expected continued inflation in the cost of health care, the aging of the population, and the likely slowdown in federal spending growth for the program to result in continued expansion of state expenditures. Previous Medicaid spending forecasts, these analysts added, tended to underestimate actual spending. Medicaid, they concluded, will continue to consume more of the state budget; at issue is the rapidity of growth.

Corrections—This smaller but even faster-growing spending category showed average annual increases of over 9 percent over the last seven years, growing by 9.2 percent in FY 1996.[95] Only 10 states held FY 1996 increases for corrections below the projected 3.3 percent inflation rate, and 28 states increased their appropriations by at least twice this rate.[96] The war on drugs, "three strikes" laws, and other determinate sentencing provisions increased the prison population; one study estimates a 30 percent increase between 1995 and 2000.[97] The crime-prone young adult (15-24) age group is expected to grow significantly in the coming years. The number of juveniles (ages 10-17) arrested rose nearly 66 percent between 1986 and 1994, while the rate of arrests for the adult population remained fairly steady.[98] The number of homicides committed by juveniles tripled between 1984 and 1994 and is expected to increase another 25 percent by 2005.[99]

The American public generally supports stricter sentencing. But it is suggestive that support for sending offenders to prison dropped from 57 percent to 38 percent in Manchester, England, after respondents received more information on the causes of crime, the costs of prisons, and on alternative punishments.[100] States explored ways of improving the efficiency of corrections services, including alternative punishments for nonviolent offenders, and education and treatment programs in local jails for adolescents tried as adults.[101] Increased media coverage of crime—it has more than tripled since the early 1990s, according to the Center for Media and Public Affairs—has been linked with the dramatic rise in survey respondents stating that crime is the most important national problem. In a 1994 survey, 37 percent of the respondents said crime was the most important problem.[102] Yet the number of felonies has decreased dramatically in recent years. Black males were incarcerated in increasing numbers—678,000 were behind bars in 1994 at a $10 billion annual cost, by one estimate. Only 550,000 Black males were enrolled in higher education in that year at an estimated annual cost of $2.8 billion.[103]

Aid to Families with Dependent Children. Falling unemployment rates, healthier state economies, and stricter eligibility standards accounted for the 2.8 percent decrease in state FY 1996 AFDC spending.[104] AFDC spending declined in 27 states, and remained constant in five others.[105] Proposed FY 1997 budgets in 44 states recommended maintaining 1996 AFDC benefit levels.[106] Indeed, total state spending allocated to AFDC only increased from 2.5 percent to 2.8 percent from 1990 to 1994, though caseloads increased 27.5 percent during that recessionary period.[107] Few states increased benefits to match the inflation rate in recent years.[108] AFDC recipients and their advocates lacked the resources and political clout to fend off conservative attacks and increasing public and legislative disfavor with this program.

Federal reform rhetoric and actions reinforced this trend. The Clinton Administration pledged to process within 30 days waivers requested by the states to address the rules governing the program.[109] Nearly 40 states received such waivers. Support for increased state discretion in running welfare programs from President Clinton (pledging in 1992 to "end welfare as we know it") and from Republican Presidential nominee Bob Dole led to passage of a comprehensive election-year welfare reform act, signed into law in August 1996, that withdraws guaranteed federal support linked to the caseload.[110]

"Welfare reform" remained a rallying cry among the public and state elected officials, but the dearth of attractive job opportunities for the low-skilled and the cost of effective training programs and needed ancillary services limits the potential dollar savings.[111] An economic downturn would likely increase the welfare rolls despite reform measures, thereby again increasing financial burdens on the states.

Elementary and secondary education. Spending on primary and secondary education (K-12), the largest state general fund category—over 30 percent of total spending—increased 4.8 percent in FY 1996.[112] Between 1990 and

1994, the share of total state general fund spending going to K-12 programs increased in 31 states and decreased in 17 states.[113] Public school enrollment in primary and secondary schools increased 6.9 percent between 1990 and 1994, but increased Medicaid and corrections spending forced a slower per pupil spending rate increase than at any time since World War II.[114] Still, total spending grew at a considerable pace (Figure 2). The increased demand on the K-12 system is expected to continue—a 9.2 percent increase in public school enrollment from 1994 to 2000, with much larger increases in some states, by one estimate (Figure 5). The Southwestern and Rocky Mountain regions should face the most rapid increases.[115]

STATE FUNDING OF HIGHER EDUCATION

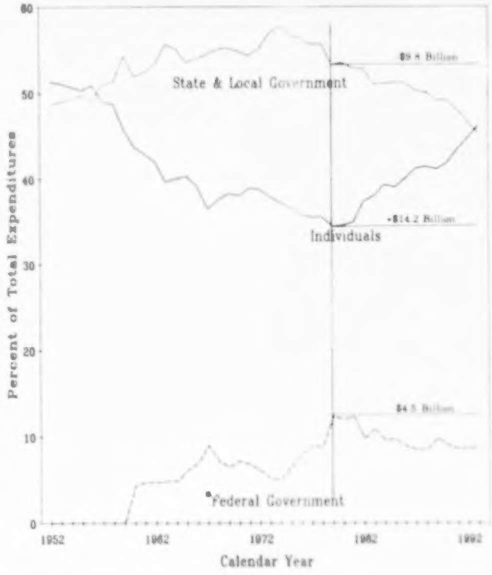
State funding for higher education (excluding local funds and tuition revenues) increased by 3.7 percent in FY 1996, the third consecutive yearly increase after three consecutive decreases (Figure 2). Higher education's share of state general fund spending, $42.2 billion in FY 1996,[116] increased slightly from 11.7 percent to 11.9 percent, the first increase since FY 1989 when this share was 14.0 percent.[117] The economic upturn boosted state revenues, thereby easing competition from Medicaid and corrections.[118]

The longer-term picture is much less favorable. Higher education's share of state *and local* government expenditures declined steadily from a high of 8.15 percent in 1982 to 6.37 percent in 1992, the lowest share since 1964 (Figure 3).[119] "As a proportion of all funding," noted one analyst,

> the state and local government share [compared to individual and Federal Government shares of all higher education funding] grew from about 49 percent in the early 1950s to a peak of 57.7 percent in 1974, and has declined ever since. By 1993 it had dropped to 45.3 percent of all higher education funding, the smallest share at any point in the 42 years of National Income and Product Accounts data.[120]

FIGURE 3

SHARES OF RESPONSIBILITIES FOR FINANCING HIGHER EDUCATION, 1952 TO 1993, AND CHANGE BETWEEN 1979 AND 1993



SOURCE: Mortenson, 1995a

Another analyst confirms the trend toward declining state and local support. State and local government "tax wealth" (a measure of fiscal capacity) increased 13.7 percent in constant dollars from 1978 to 1994, according to this analyst. But appropriations to public higher education declined over the same period by 10.8 percent.[121] Similarly, real state and local appropriations per full-time equivalent public higher education student peaked in 1987 and then declined steadily until a slight increase in 1994.[122]

FY 1996 saw increased funding for higher education in 43 states; the increases exceeded 10 percent in Georgia, Texas, and Nevada.[123] Arkansas ($214 million in general obligation bonds), Mississippi ($20 million for need-based tuition assistance and scholastic achievement awards), and Washington ($55 million for expanding enrollment and financial aid) also showed fairly large gains.[124] FY 1996 higher education spending was expected to exceed the inflation rate in 25 states, and to grow by more than twice that rate in nine states.[125] But seven states—Arkansas, Kansas, Minnesota, New Hampshire, New York, Oregon, and Wisconsin—cut higher education spending (calculated using all appropriated funds, not only general fund spending). The largest cuts came in Kansas and Oregon—with large one-time structural changes—and in New York.[126] Using the all appropriated funds calculation, states in the Southwest region increased spending on higher education the most at 8.2 percent, followed by the Great Lakes (6.5 percent) and Rocky Mountains (5.3 percent). The smallest increases occurred in the Middle Atlantic (0.6 percent) and Plains (1.2 percent) regions.

In early 1996, New York Governor George Pataki proposed sizable cuts to FY 1997 state funding of the State University of New York (4.5 percent) and the City University of New York (4.3 percent) systems.[127] New York was the only "megastate"[128] to reduce higher education expenditures in FY 1996, with a 9 percent cut. In contrast, Proposition 203, passed by the citizens of California, allocated $3 billion for education construction projects including $975 million for higher education.[129] Georgia (9 percent), New Jersey (9 percent), Florida (8 percent) and Ohio (7 percent) showed the largest FY 1996 increases in total state funding for higher education among the megastates.

The 1995 Republican state-level "takeover," notes one observer, meant increased attention to belt-tightening, productivity, and accountability in higher education.[130] Republican dominance should also produce more conservative public college boards of trustees that may aggressively address program issues, while decreasing funding per student by accommodating future enrollment growth with only modest funding increases.[131] About 68 percent of surveyed Republican (but only 33 percent of the Democratic) first-year state education/higher education legislative committee chairs, notes a recent NEA report, felt the current level of higher education funding was adequate.[132] Similarly, 54 percent of the Republican chairs (but just 29 percent of the Democratic chairs) believed in increased reliance on independent colleges and universities. Neither Republicans (20 percent) nor Democrats (7 percent) offered much support for new campus construction, despite strong enrollment pressures in many states.

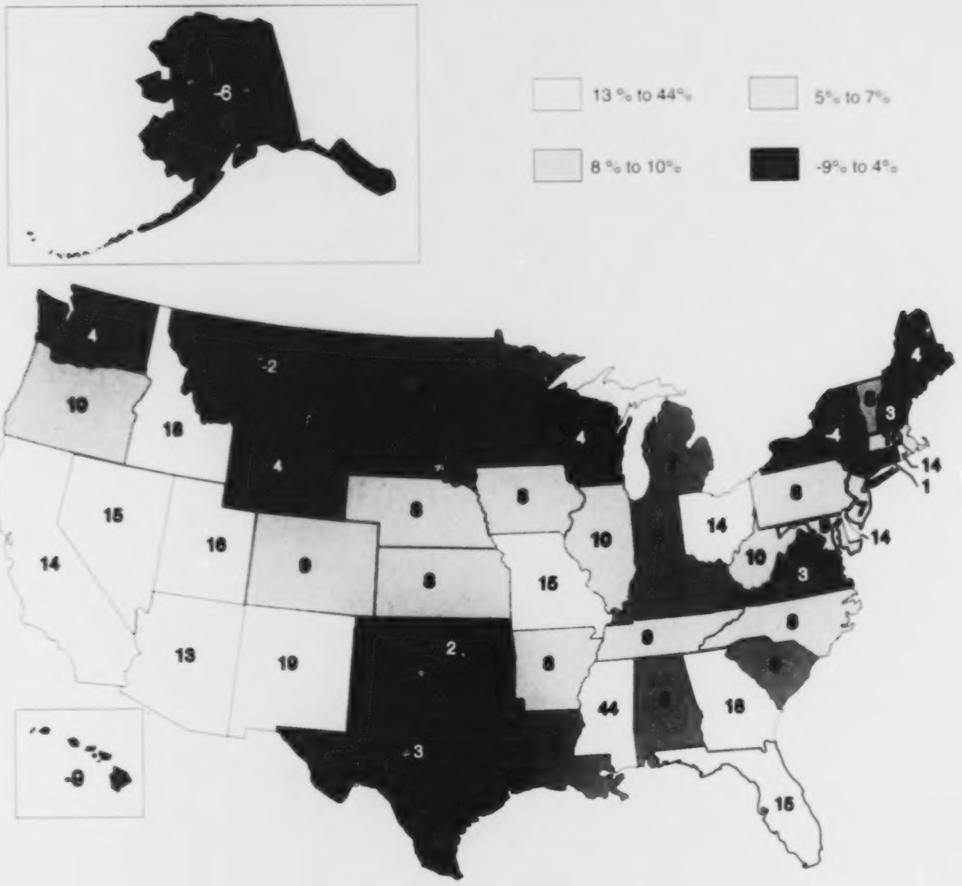
The aggregate one-year gain in state higher education funding (all state tax funds) for FY 1996 of $1.4 billion (3.3 percent) was considerably less than the FY 1995 increase of $2 billion (4.9 percent).[133] New York's cuts greatly influenced this fall off. Higher education funding for all states increased 8.3 percent between FY 1994 and FY 1996, the largest two-year gain since the recession began in 1991 and the third consecutive annual increase in the two-year gain figure after an unprecedented decline in FY 1993. Only Mississippi (44 percent) showed a higher education funding increase of greater than 20 percent between FY 1994 and FY 1996 (Figure 4). Two-year higher education spending growth increased by 13 to 19 percent in the other top quartile states—Arizona, California, Delaware, Florida, Georgia, Idaho, Missouri, Nevada, New Mexico, Rhode Island, Ohio, and Utah. "Megastates" as a group differed little from the other states. The Southeast and Southwest tended to show higher funding growth over the two-year period but even this was not a universal pattern.

Two state higher education funding patterns suggest current policy priorities. Student aid increased by a robust 16.9 percent between 1994 and 1996 for the 34 states with comparable data. The student-aid increase exceeded the growth rate for all higher education funding in 24 of these states (71 percent), continuing the recent pattern. Also, community college funding increased by 16 percent over the last two years in the 41 states with available data. This exceeded the growth in total higher education funding in 28 of these 41 states (68 percent). This funding pattern reflects the long-term upward trend in the proportion of students enrolled in community colleges, no doubt accelerated by tuition increases at four-year colleges and by state policy shifts encouraging the growth of this less-expensive sector.[134]

Many state legislators discerned the inadequacy of recent state funding levels for higher education. Less than half (44 percent) of the committee chairs interviewed in the Ruppert NEA study considered the current level of higher education funding adequate to meet *current* needs. Only about one-fourth of the chairs felt that the funding levels were adequate for *future* needs.[135] Opinions varied sharply by party. Republicans were more likely to consider funding levels adequate for current needs (63 percent vs. 26 percent for Democrats) and for future needs (33 vs. 19 percent). But 55

FIGURE 4

PERCENTAGES OF TWO-YEAR GAIN IN APPROPRIATIONS OF STATE TAX FUNDS FOR ANNUAL OPERATING EXPENSES OF HIGHER EDUCATION IN THE 50 STATES.



SOURCE: Hines, 1996

percent of the committee chairs expected no change in the funding share for higher education during the next three to five years; 29 percent expected higher education to receive a smaller share.[136]

Yet institutions such as member schools of the National Association of State Universities and Land-Grant Colleges (NASULGC), noted a recent survey, faced many rapidly increasing costs. These costs included acquiring information (for libraries, through technology); advancing in computer technology for teaching and administration; providing financial aid to needy students; complying with federal regulations; restoring faculty, staff, and administrator salaries to reflect cost-of-living increases; renovating physical plant; making cost-effective energy improvements; and expanding services for students, including responding to the growth in the number of students with disabilities.[137] State appropriations per full-time equivalent student, the NASULGC study added, declined in constant dollars between FY 1988 and FY 1993. The share of total revenues received by public institutions from the state dropped from 46 percent to 37 percent between 1980-81 and 1992-93.[138]

The NEA survey of state legislative committee chairs suggests why higher education failed to maintain its share of state appropriations. A significant factor, answered 68 percent of respondents, was "the ability of colleges and universities to raise their own funds through tuition, research grants and gifts."[139] In contrast, other caseload-driven, "mandated" state programs lacked alternative revenue options. This legislator perception, of course, works against colleges and their students especially in times of budgetary stringency.

Higher education, along with other fields, is moving towards performance-based budgeting approaches to state funding. South Carolina, with the most comprehensive plan, expected to base its funding for public higher education entirely on performance by mid-1999.[140] Arkansas, Colorado, Florida, Minnesota, Missouri, Ohio, and Tennessee considered partial adoption of a performance basis for higher education budgets.[141] This movement, noted one analyst, had its greatest strength in the South.

Other significant budgeting trends included restructuring, resource reallocation, and sorting out the effects of cutbacks. Restructuring—including program and mission reviews, administrative reorganizations and closer budget monitoring—became a substantial movement in higher education in 1994, according to one survey.[142]

A 1995 survey sponsored by the American Association of State Colleges and Universities (AASCU) asked the association's state representatives to rank higher education issues by priority among the stakeholders in their states. Governors, legislators, and state administrators ranked accountability highest, the survey found, and institution presidents and chancellors listed it third.[143] Thus, rather tough times should continue for the next few budget cycles as enrollments grow while states continue to push for efficiency and the federal government cuts its budget. Also, in the next economic slowdown, prior experience shows, higher education will again become the "budget-balancer."[144] This is when the truly difficult times for higher education will commence.

INCREASED DEMAND FOR HIGHER EDUCATION

The fiscal squeeze in higher education could not have occurred at a worse time since states are confronting greatly increased demands for access. The social and individual economic returns from "human capital" investments in higher education are near all-time highs.[145] Adult students and their employers see the benefits of continuing education and training as rapidly evolving technology and ever-changing markets alter the nature of work.[146] New technology, permitting "placebound" students with full-time jobs or living in remote areas to obtain higher education, may sharply increase demand.

Most important, the coming of age of the "baby boom echo" generation means a larger traditional college-going age cohort.[147] The best estimates of the increased numbers of high-school graduates, a key determinant of the demand for college places, in each state between 1995-96 and 2005-06 show an 18 percent increase, nationwide (Figure 5).[148] Most Pacific Coast, southwestern, and eastern seaboard states, as well as Illinois and Minnesota, anticipate substantial gains. California, Florida, Maryland, Virginia, and Washington must accommodate increases of over 30 percent. Smaller states, including Arizona, Colorado, Delaware, Nevada, and New Hampshire, face similar increases.

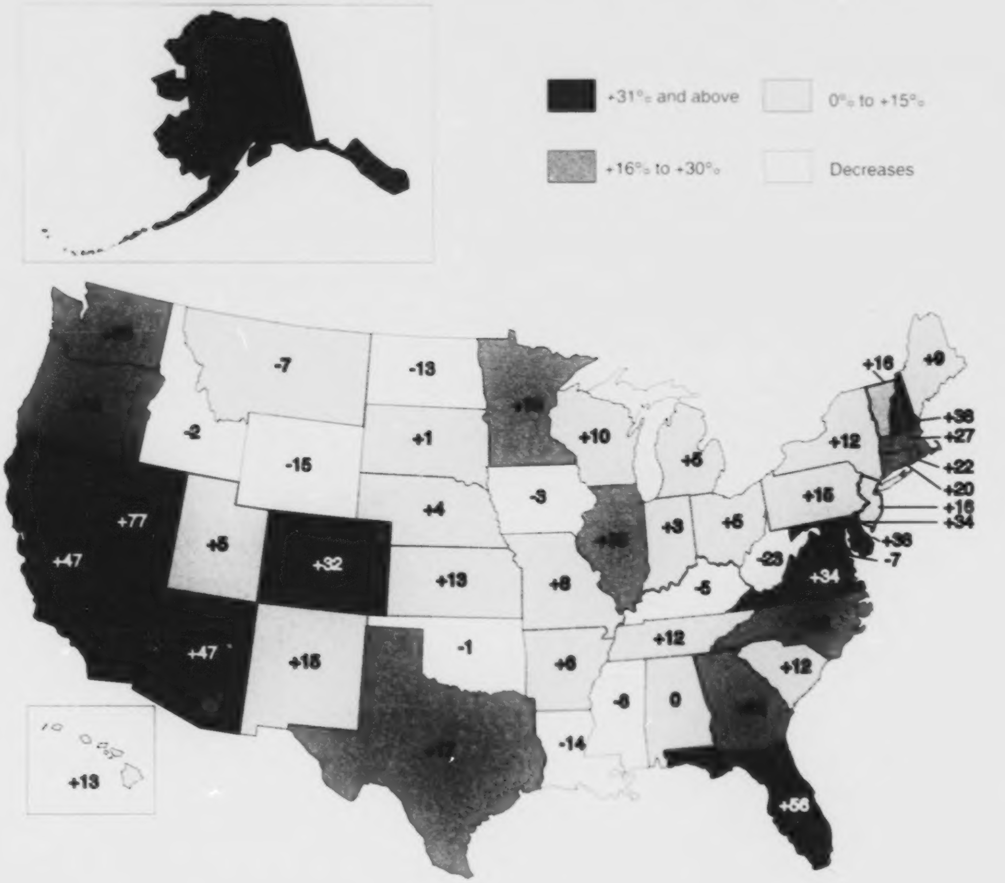
Some states are already attempting urgently to reconcile the burgeoning demands for access to higher education with their stringent fiscal assumptions and pressures, but the problem will only become more acute.

TUITION TRENDS

Since the late 1970s, students and their families have paid a sharply greater share of higher education costs while the state share has steadily declined. The federal share also fell slightly, and contemplated budget retrenchment implies further substantial declines. Annual tuition increases therefore have exceeded inflation since 1980, with a large spike in the early 1990s (Figure 6). The share of educational expenditures in public higher education institutions paid by tuition increased by 50 percent between 1980 and 1993 to a historic high of nearly one-third of these

FIGURE 5

PROJECTED CHANGE IN THE NUMBER OF HIGH-SCHOOL GRADUATES, 1995-96 TO 2005-06



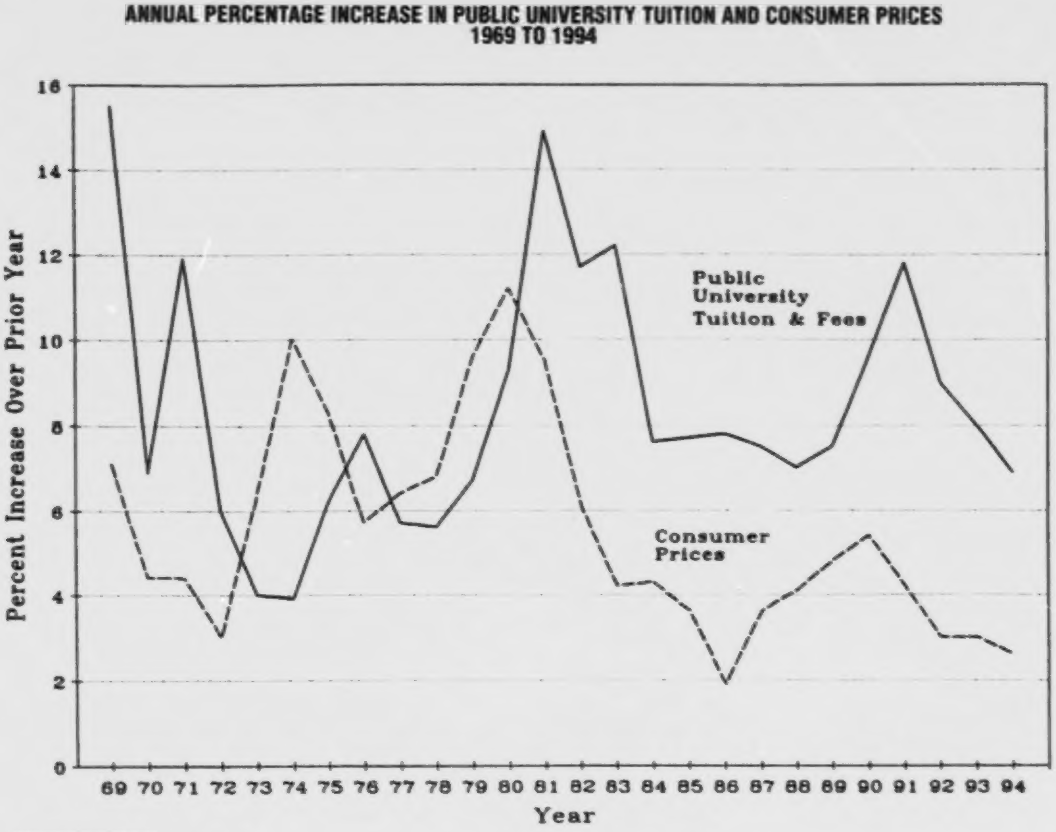
SOURCE: *The Chronicle of Higher Education Almanac*, September 1, 1995

costs.[149] This trend has had especially dramatic effects on Black and Hispanic families (Figure 7).

Tuition and fee increases moderated in the last few years, but the nearly 6 percent 1995-96 growth rate remained about twice the rate of inflation (Table 3). The increases, though equal to the prior year's price jump, were lower than the increases posted for each of the previous four years. States hit hard by the recession showed some of the biggest tuition increases between 1990-91 and 1994-95: California, Oregon,[150] Texas, Washington, and the Middle Atlantic states (Table 4). The Southern and Rocky Mountain West states, faring better economically, did not, in general, seek sharply increased tuition revenues over these years. New York, after virtually doubling tuition and fees over the previous four years, raised tuition by another 25 percent in 1995-96, almost twice the rate of increase of any other state. But California's string of fee hikes finally moderated; fees climbed 15.6 percent in 1994-95, but only 1.9 percent in 1995-96.

In this climate, "budget bargaining" proposals, in which public colleges or universities

FIGURE 6



ANNUAL PERCENTAGE INCREASE IN PUBLIC UNIVERSITY TUITION AND CONSUMER PRICES 1969 TO 1994

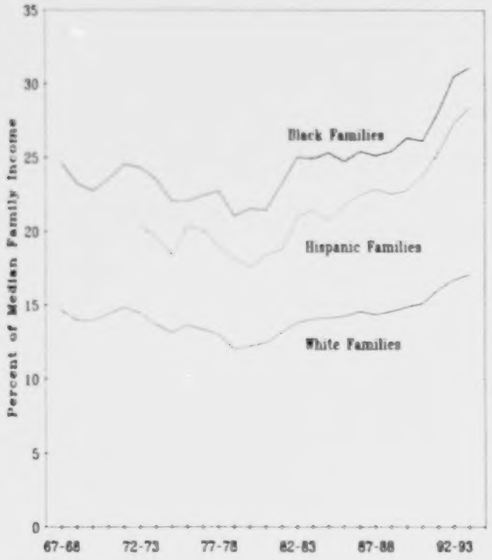
SOURCE: Mortenson, 1995b

would freeze tuition increases in exchange for more ample increases in state appropriations, received only modest support: 38 percent of the NEA-surveyed state higher education committee chairs opposed the idea and 23 percent were neutral.[151] Less than one-fourth (23 percent) of the respondents foresaw a high tuition/high aid funding strategy emerging in their state—another potential source of substantial increased revenue.[152] When asked about ways of raising money for higher education, 73 percent of the committee chairs suggested increased tuition for nonresident students; 56 percent suggested higher resident tuition. The lower a state's average tuition and fees, observed the NEA report, the more likely was the committee chair to seek to raise student charges.[153] Nearly half the respondents (52 percent) predicted future linkage of funding for higher education with specific statewide priorities; 30 percent foresaw linking of tuition increases to median family income, or to the CPI, which would probably have the effect of moderating tuition growth rates considerably.[154]

Many other changes have affected the finance of higher education. A NASULGC survey of 50 member institutions listed "changes that have already taken place" in recent years, including: fee increases (92 percent); more students requesting financial aid (89 percent); administrative or staff positions left unfilled or cut (82 percent); building repair or rehabilitation deferred (76 percent); and changes in budgeting practices to increase accountability (67 percent).[155] A list of predicted changes

FIGURE 7

PUBLIC UNIVERSITY CHARGES FOR TUITION, FEES, ROOM AND BOARD AS A PERCENT OF MEDIAN FAMILY INCOME BY RACE/ETHNICITY 1967-68 TO 1993-94



SOURCE: Mortenson, 1995d

included: increased instructional workload (43 percent); more use of nontraditional instructional delivery systems (42 percent); increased class size (42 percent); reduced research support (33 percent); and reduced course selection (33 percent).[156] Reduced budgets induced all these changes; all carry negative implications for quality.

TRENDS IN STUDENT AID

Students and families have relied heavily on federal and state-funded student aid to cope with increased costs. But the 1992 changes in the federal Higher Education Act resulted in cutbacks in Pell grants and burgeoning loans. Since 1992, the share of grant aid declined from over 50 percent to the low 40 percent range.[157] Worse, the value of a Pell grant declined steadily as a proportion of the price of higher education over the last 10 years (Figure 8). Between 1990 and 1994, borrowing to pay for college increased 22 percent *per year*, while charges at independent and public colleges outpaced the increase in disposable personal income by two or three percentage points annually.[158] In 1994-95, noted one analyst, "federal loan programs provided $26 billion in aid to students, up 12 percent over the past year, and more than 50 percent over the past two years after adjusting for inflation."[159] These large debt burdens may affect the career choices of college graduates.

TABLE 3

AVERAGE ANNUAL INCREASE IN TUITION (WEIGHTED) AND FEES AT COLLEGES, 1987-88 TO 1995-96*

	Two-Year Colleges		Four-Year Colleges	
Years	Public	Independent	Public	Independent
1987-88	5.0%	6.0%	6.0%	8.0%
1988-89	4.0	7.0	5.0	9.0
1989-90	5.0	7.0	7.0	9.0
1990-91	5.0	8.0	7.0	8.0
1991-92	13.0	6.0	12.0	7.0
1992-93	10.0	6.0	10.0	7.0
1993-94	10.0	7.0	8.0	6.0
1994-95	4.0	5.0	6.0	6.0
1995-96	6.0	4.0	6.0	6.0
Dollar Figures				
1995-96	$1,387	$6,350	$2,860	$12,432

* Data in this table are weighted by enrollment and represent cost increases for students who attend a certain type of college.

NOTE: Restricting the sample to institutions with two consecutive years worth of data controls for year-to-year swings in the composition of the sample, but does not control for shifts in the sample's composition over longer periods of time.

SOURCE: The College Board. Copyright © 1995. Used by permission. All rights reserved.

The battle over the FY 1996 budget only worsened the picture. Federal spending on Pell grants fell from $6.2 billion in FY 1995 to $4.9 billion in FY 1996.[160] The Supplemental Education Opportunity Grants (SEOG) and College Work Study programs were level-funded in FY 1996. State Student Incentive Grants

TABLE 4

STATES RANKED BY PERCENTAGE CHANGE IN RESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES (STATE AVERAGES) AT STATE COLLEGES AND UNIVERSITIES, 1990-91 TO 1994-95 AND 1994 TO 1995

	Tuition Increases					
States by Region	1990-91 to 1994-94	1994-95 to 1995-96	State Rankings	Tuition Increases 1990-91 to 1994-95	State Rankings	Tuition Increases 1995-96
New England			1. California	100.6%	1. New York	25.1%
Connecticut	70.3%	3.9%	2. New York	99.3	2. Arkansas	13.3
Maine	43.1	2.3	3. Connecticut	70.3	3. North Carolina	9.9
Massachusetts	39.2	3.7	4. Texas	65.7	4. Oklahoma	9.6
New Hampshire	31.6	9.4	5. South Carolina	62.2	5. New Hampshire	9.4
Rhode Island	53.4	4.8	6. Oregon	56.4	6. Michigan	9.0
Vermont	26.5	3.9	7. Missouri	53.6	7. Alabama	8.5
Middle Atlantic			8. Rhode Island	53.4	8. Montana	7.7
Delaware	N/A	N/A	9. Montana	53.2	9. Maryland	6.7
Maryland	50.2	6.7	10. Maryland	50.2	10. New Jersey	6.7
New Jersey	34.0	6.7	11. Pennsylvania	46.2	11. South Dakota	6.7
New York	99.3	25.1	12. Virginia	45.4	12. Utah	6.4
Pennsylvania	46.2	4.6	13. New Mexico	43.4	13. Wisconsin	6.0
Great Lakes			14. Maine	43.1	14. Nebraska	6.0
Illinois	32.4	4.1	15. South Dakota	41.5	15. Ohio	5.9
Indiana	34.5	5.5	16. Kentucky	40.4	16. Kentucky	5.8
Michigan	35.7	9.0	17. Washington	40.0	17. Kansas	5.7
Ohio	34.3	5.9	18. West Virginia	39.5	18. Tennessee	5.6
Wisconsin	21.3	6.0	19. Massachusetts	39.2	19. Indiana	5.5
Plains			20. Arkansas	38.0	20. Colorado	5.5
Iowa	29.9	4.2	21. Michigan	35.7	21. Texas	5.2
Kansas	27.3	5.7	22. Indiana	34.5	22. Nevada	5.2
Minnesota	32.5	4.6	23. Ohio	34.3	23. Rhode Island	4.8
Missouri	53.6	4.4	24. New Jersey	34.0	24. Idaho	4.7
Nebraska	29.4	6.0	25. Florida	32.7	25. Pennsylvania	4.6
North Dakota	14.9	0.1	26. Minnesota	32.5	26. Minnesota	4.6
South Dakota	41.5	6.7	27. Illinois	32.4	27. Missouri	4.4
Southeast			28. Idaho	32.4	28. Georgia	4.3
Alabama	29.3	8.5	29. New Hampshire	31.6	29. Oregon	4.3
Arkansas	38.0	13.3	30. North Carolina	30.4	30. Iowa	4.2
Florida	32.7	0.7	31. Mississippi	29.6	31. Illinois	4.1
Georgia	15.9	4.3	32. Nebraska	29.4	32. Connecticut	3.9
Kentucky	40.4	5.8	33. Alabama	29.3	33. Vermont	3.9
Louisiana	19.5	0.7	34. Iowa	29.2	34. Washington	3.8
Mississippi	29.6	0.3	35. Kansas	27.3	35. Massachusetts	3.7
North Carolina	30.4	9.9	36. Vermont	26.5	36. West Virgina	3.4
South Carolina	62.2	3.1	37. Nevada	26.1	37. South Carolina	3.1
Tennessee	25.1	5.6	38. Oklahoma	25.7	38. Virginia	3.1
Virginia	45.4	3.1	39. Tennessee	25.1	39. Arizona	3.1

TABLE 4 (CONTINUED)

STATES RANKED BY PERCENTAGE CHANGE IN RESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES (STATE AVERAGES) AT STATE COLLEGES AND UNIVERSITIES, 1990-91 TO 1994-95 AND 1994 TO 1995

	Tuition Increases					
States by Region	1990-91 to 1994-94	1994-95 to 1995-96	State Rankings	Tuition Increases 1990-91 to 1994-95	State Rankings	Tuition Increases 1995-96
West Virginia	39.5	3.4	40. Utah	24.7	40. Maine	2.3
Southwest			41. Colorado	23.4	41. New Mexico	2.1
Arizona	23.0	3.0	42. Arizona	23.0	42. California	1.9
New Mexico	43.4	2.1	43. Wisconsin	21.3	43. Florida	0.7
Oklahoma	25.7	9.6	44. Louisiana	19.5	44. Louisiana	0.7
Texas	65.7	5.2	45. Georgia	15.9	45. Mississippi	0.3
Rocky Mountain			46. North Dakota	14.9	46. North Dakota	0.1
Colorado	23.4	5.5	Delaware	N/A	Delaware	N/A
Idaho	32.4	4.7	Wyoming	N/A	Wyoming	N/A
Montana	53.2	7.7	Alaska	N/A	Alaska	N/A
Utah	24.7	6.4	Hawaii	N/A	Hawaii	N/A
Wyoming	N/A	N/A				
Far West						
Alaska	N/A	N/A				
California	100.6	1.9				
Hawaii	N/A	N/A				
Nevada	26.1	5.2				
Oregon	56.4	4.3				
Washington	40.0	3.8				
National Average*	38.5	5.5		38.5		5.5

** Does not include Alaska, Delaware, Hawaii, and Wyoming.*

SOURCE: Washington Higher Education Coordinating Board, 1996

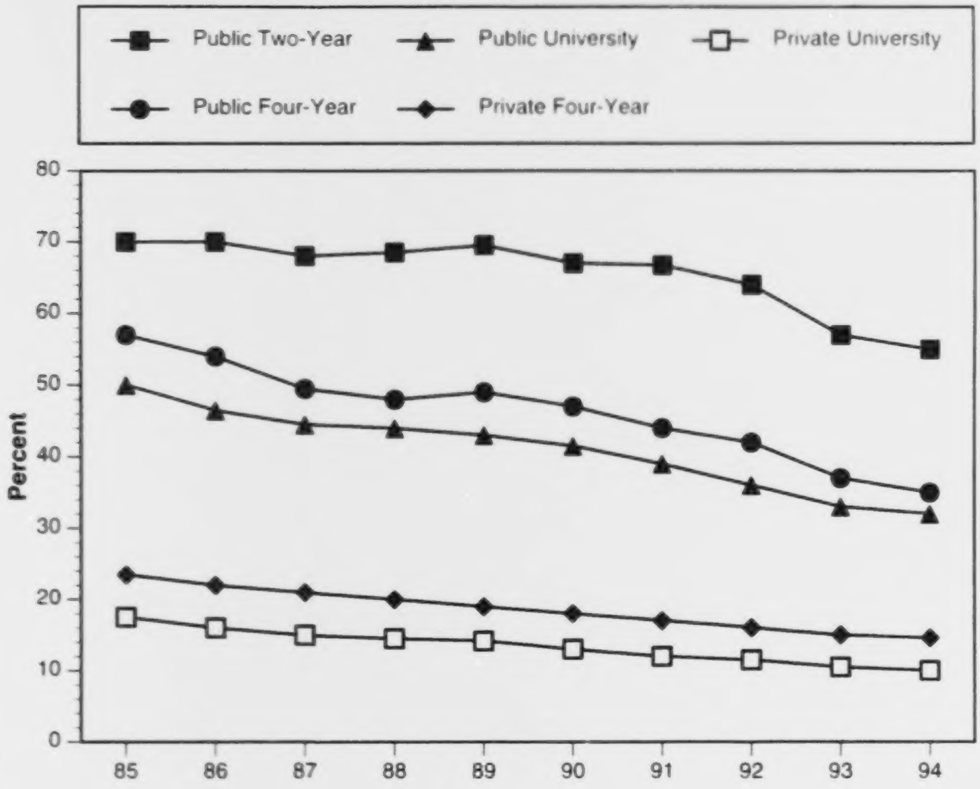
(SSIGs), which provide incentives to states that make need-based grants to their students, sustained a 50 percent cut. Perkins loans also suffered sharp cutbacks.

Republicans savagely criticized President Clinton's AmeriCorps national service program during the FY 1996 budget negotiations, but the President salvaged the program by expending political capital and accepting substantial funding cuts. The service corps, which provides college aid grants to "volunteers" who complete their service, is more than a student aid program. But its $27,000 per-participant annual cost greatly exceeds the cost of any other student aid effort.[161] The Administration promised to reduce the per-participant cost, but many college officials doubt that the program helps low-income students.[162]

Both political parties proposed election-year tax benefits for enrolling in college, but these campaign planks were not enacted before the election.[163] The climate of budgetary stringency, worried higher education leaders note, may lead to dramatic reductions in aid for needy students during the scheduled reauthorization of the Higher Education Act in 1997.[164] Much depended upon the outcome of the election; states, in any case, would likely

FIGURE 8

THE MAXIMUM PELL GRANT AS A SHARE OF COST OF ATTENDANCE



SOURCE: The College Board, 1995a.

assume an increasing role in providing student aid in addition to their traditional responsibility for basic financing of public institutions.

During the 1990s, state student aid spending growth rates roughly matched the rate of tuition increases, but preliminary data for 1995-96 showed only a 2.8 percent increase in state need-based undergraduate student aid while tuition continued to climb. Table 5 shows the recent annual growth rates in total state-provided need-based aid for undergraduates.

A Clinton Administration proposal to phase out the State Student Incentive Grant program over two years appeared to have Congressional support. Eliminating SSIG, according to one estimate, would likely close the student grant programs entirely in up to 15 states.[165] One analyst criticized the proposed elimination of SSIG for its likely impact on needy students. But his proposal to combine all federal need-based grants into a single program and to require states to match federal dollars was, in turn, criticized for its failure to focus state subsidies for higher education on the same needy students.[166] SSIG cuts would disproportionately affect the western states, the location of "six of the 10 states that devoted at least 35 percent of their aid dollars to the SSIG program."[167]

Students, confronted with cuts to key aid programs, are paying more attention to net

TABLE 5

GROWTH IN STATE NEED-BASED UNDERGRADUATE STUDENT AID, 1989-90 TO 1995-96

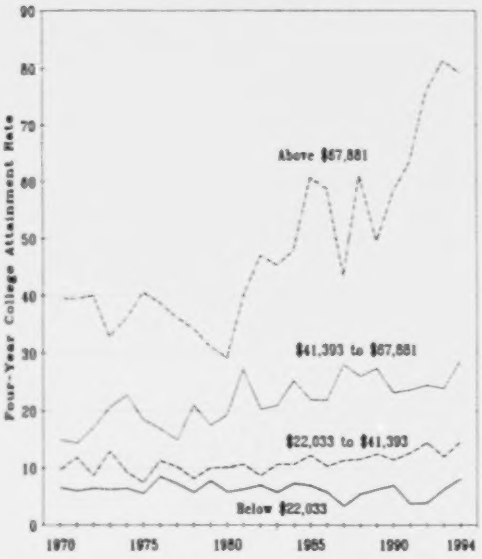
Year	Percent
1989-90	7.4
1990-91	8.4
1991-92	7.5
1992-93	9.7
1993-94	12.3
1994-95	11.3
1995-96	2.8*

** Data is partial and preliminary*

SOURCES: National Association of State Scholarship and Grant Programs, 1996; Mortenson, 1995e.

FIGURE 9

ESTIMATED CHANCES FOR A BACCALAUREATE DEGREE BY AGE 24 BY FAMILY INCOME QUARTILE 1970 TO 1994



SOURCE: Mortenson, 1995f

price in choosing a college.[168] Lower-income students often choose a community college, where attrition rates are often high and successful transfer to a four-year institution is difficult. Family income has long-influenced the prospects for young people to earn a bachelor's degree by their mid-20s, but the shift towards the top income quartile since 1980 is astounding (Figure 9). Students from this quartile were roughly *eight times* as likely to complete a bachelor's degree by age 24 in 1994 as students from the two lowest income quartiles. Degree completion rates for the lowest and lower-middle income groups were mired at around 10 percent and showed virtually no change since 1970. Recent developments provided little hope of altering this picture.

Nonetheless, investment in higher education continued to contribute demonstrably to the future well-being of students, their families, and the larger society. Average family income remained strongly correlated to the educational attainment of the head of household (Figure 10). In 1994, the average family income of high-school-graduate-headed families stood at $41,000. Families whose head of household held a bachelor's degree averaged $73,000. Families with a head of household holding an advanced degree did even better: master's-$84,000, doctorates-$113,000, professional degree-$123,000.[169] Figure 10 shows a declining trend in inflation-adjusted incomes for all groups where the head of household had less than a bachelor's degree.

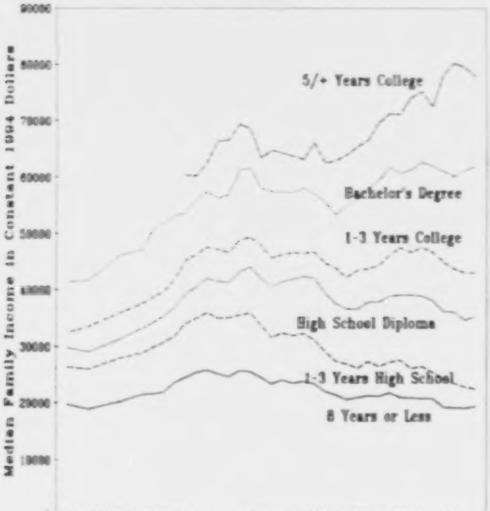
EFFECTS ON ACCESS

Access, noted respondents to AASCU's 1995 survey of state representatives, sustained more damage from funding erosion in recent years than any other listed area of campus effort.[170] Another survey reported gains in fall 1994 headcount enrollment in only 39 percent of the public colleges surveyed, and noted slippage in enrollment gains for students of color.[171]

During the 1980s, the college enrollment rate gap between white and Black high school graduates increased from five to 12 percentage points; the gap grew from three to seven percentage points between white and Hispanic students.[172] College enrollment rates for Black and Hispanic high school graduates increased slightly to near-record levels between 1990 and 1994, but white high school graduates still showed substantially higher rates.[173] Then,

FIGURE 10

**MEDIAN FAMILY INCOME
BY EDUCATIONAL ATTAINMENT OF HOUSEHOLDER
1956 TO 1994**



SOURCE: Mortenson, 1996c

between 1993 and 1995, institutions reporting gains in African American and Hispanic American enrollments fell from 54 percent to 44 percent, and from 48 percent to 41 percent, respectively. Asian Americans showed the greatest change: 48 percent of institutions reported gains in this group in 1993, but only 34 percent in 1995. Most administrators rated the ability of their institution to attract students of color "rather poorly;" this evaluation has not improved since 1989.[174]

Two economists recently attributed much of the growth in the college enrollment gap by race to the increased net costs (tuition minus aid) of higher education. A $150 net cost increase, in 1993-94 dollars, resulted in a 1.6 percent decline in the enrollment rate of lower-income students, their analysis showed. This group included many Black and Hispanic students, but fewer whites. Affluent students were relatively impervious to higher prices.[175] Net tuition increases of $1,000 to $1,500 for middle and upper income students evidently have not deterred public college enrollment.[176] States with high public tuition, noted another recent study, showed wider enrollment gaps between high- and low-income youth.[177] "This evidence," concluded the economists, "is consistent with the judgment that, at the margin, shifting some of the financial burden from state governments to middle- and upper-income families does not discourage enrollment."[178] States could raise tuition and recycle much of the increased revenue into need-based student aid for those in the lowest ranges. But few states have adopted this measure, and most key legislators do not foresee movement in this direction, as was indicated by the survey evidence cited earlier.

The hotly contested move by the University of California Board of Regents to ban consideration of underrepresented minority status in admissions decisions, effective in January 1997, will likely reduce minority enrollments in that state.[179] Raising admission standards at public colleges, a popular higher-education trend in 1996, might also affect low-income and minority students disproportionately.[180] Tightening standards, a traditional response when applicants are plentiful, does not respond to increased demands for access.

Several states are utilizing innovative programs to address access concerns. A "Virtual University," sponsored by the Western Governors Association, will eventually link existing institutions in the western states via distance learning technology.[181] Some states seek to restrict the time students spend in college to free up space for incoming students. Some of these states impose stiff charges for credits taken beyond a threshold above the number required for the bachelor's degree.[182] Some states are trying to induce qualified high school students to enroll in Advanced Placement college-level courses. Others provide financial incentives to high school students to take community college courses for dual credit, thereby permitting faster movement through the public educational system and better utilizing existing capacity.[183]

Arizona, Colorado, and Minnesota are considering "tuition vouchers" to encourage students to attend independent institutions.[184] The small, experimental program in Arizona provides $1,500 vouchers to 60 graduates of two-year schools for use in pursuing the baccalaureate at independent, nonprofit, or degree-granting proprietary postsecondary institutions in the state.[185] The small programs in

Virginia and Washington are restricted to regions with independent colleges but limited access to public four-year institutions. Florida plans to support upper-division student attendance at an independent college or university when public institutions have no space in the student's chosen major.[186]

THE FUTURE

In some respects, the economic and fiscal outlook for higher education in 1995 and early 1996 offered considerable promise. The national economy continued to perform relatively well. All regions were out of the doldrums of the early 1990s (though economic performance was, as always, uneven across regions), and most state budgets were in healthy balance. Most forecasters saw continued modest economic growth with low inflation for the next year or two. State funding for higher education continued to grow at just over the inflation rate in most states. But few states helped higher education regain the fiscal ground lost during the early 1990s, and prospects for future increases were remote, despite anticipated demands for increased access.

Many southern, western, and eastern seaboard states—where the numbers of high school graduates were already increasing, and the changing economy called for a more educated work force—expected big enrollment increases. But state and institutional responses were inadequate: Less than 40 percent of public institutions increased enrollments in 1994-95.[187] Functions related to enrollment capacity and access suffered the worst damage from recent funding erosion.[188] Public policy failed: Most states faced this access demand with limited capacity and with no mandate to respond as they do to other human service needs.

Large federal reductions in student aid and research may directly affect higher education. Worse, federal budget slashes in health and social services implies increased state responsibility for the humane treatment of low-income populations *without* increased resources. Without structural reforms, higher education will compete more intensively with Medicaid, corrections, and K-12 education for its share of the state budget. States "must" fund these functions at a time when growth rates in Medicaid and corrections spending show few signs of slowing and when K-12 education, by far the largest state spending category, must serve a significantly greater number of pupils. Limits on state taxing and spending powers further squeezes budgets in many states with the fastest-growing populations.[189] Higher education, in contrast, appears a discretionary function that can always charge its users more.

Finally, the next recession will surely exacerbate health and welfare demands while cutting or eliminating state revenue growth. Historically, higher education budgets have served as budget-balancers in recessions. Unless state fiscal structures undergo fundamental changes and the federal government continues to play its necessary role, the prospects for higher education funding—and thus for access—are not promising beyond the short run.

The metaphorical cup is thus at least half empty. Yet the high value placed on, and the ever-growing demand for, higher education's services are strong positive factors in the inevitable political competition for state and federal support. Higher education, unlike many mandated state functions, is an investment with a tangible economic payoff—a powerful argument with bipartisan appeal as the nation fights to maintain its standard of living.

Higher education will not command what many within the enterprise would feel are adequate or generous resource allocations—on a per-student basis, further belt-tightening and restructuring certainly lie ahead. But this sector should, if the case is skillfully made and the job itself well done, be able to carve out a niche that will grow with the society's need for its services. Many colleagues in other human services endeavors face far less promising prospects.

NOTES

[1] Wilke, 1996b, A2; Cranford, 1996, 759; Brinner and Wyss, 1996b, 6.

[2] "Consumer Prices," 1996, A1.

[3] Berry, 1996, 24; "Analysts Optimistic about Economic Growth," 1996, A3; Wilke and Corbett, 1996, A2.

[4] Cranford, 1996, 758.

[5] *Ibid.* Inflation was held down by slow growth in wages and benefits, notably health care costs (Duff, 1996, A2; Brynner and Wyss, 1996a, 6; Brynner and

Wyss, 1996b, 3).

[6] Twenty percent of a panel of economists surveyed by the *Wall Street Journal* in January 1996 forecasted a recession in 1996; 35 percent forecasted a recession in 1997 (Bleakley, 1996a, A2). The *Blue Chip* economists estimated a 26 percent probability of recession in 1996 and a 35 percent probability for 1997 and 1998 (Cranford, 1996, 759).

[7] Whitelaw, 1996, 52.

[8] Johnson, Bilik, Kloepfer and Rubin, 1996, 30.

[9] McBride, 1996, A2.

[10] Browning, 1996, C1.

[11] "Unemployment Rate," February 5, 1996, A1; Church, 1996, 53.

[12] Johnson, Bilik, Kloepfer and Rubin, 1996, 30; "Unemployment Rate" June 10, 1996, A1.

[13] In the other regions, unemployment rates were: Southeast-5.3 percent; New England-5.0 percent; Great Lakes-4.4 percent (National Governors' Association, 1996, 15).

[14] Brinner and Wyss, 1996c, 1; Wilke, 1996b, A2.

[15] Bleakley, 1996b, A2.

[16] Dentzer, 1996, 58.

[17] *Ibid.*; Mallory, Brink, Hetter and Fischer, 1996, 44-48.

[18] Mortenson, 1996c, 13-16.

[19] Duff, 1996, A2.

[20] Johnson, 1995, 33-36; McIntire, 1995a.

[21] The Congressional budget resolution (a blueprint for developing the details of the budget) for FY 1997, due to be completed in April, 1996, was delayed about two months, raising the spectre of a second consecutive fiscal year begun without a budget (Hager, 1996, 1579-80).

[22] This discussion of regional economic trends, except as otherwise stated, draws heavily upon Johnson, Bilik, Kloepfer and Rubin, 1996, 29-45.

[23] Johnson et al., 1996, 37.

[24] *Ibid.*, 37.

[25] *Ibid.*, 39.

[26] The top five of these states were expected to be: Arizona, Nevada, New Mexico, Utah, and Washington.

[27] Johnson et al., 1996, 33.

[28] Peirce, 1996, 134.

[29] Johnson et al., 43.

[30] *Ibid.*, 41.

[31] Peirce, 1996, 134; Debow, 1996, 11-12.

[32] Debow, 1996, 13.

[33] *Ibid.*, 16.

[34] *Ibid.*

[35] Johnson et al., 1996, 41; see also Northwest Policy Center and US Bank, 1996, 64.

[36] Johnson et al., 1996, 41.

[37] *Ibid.*, 33.

[38] *Ibid.*, 42.

[39] Northwest Policy Center and US Bank, 1996, 5.

[40] Johnson et al., 1996, 34.

[41] *Ibid.*, 50.

[42] *Ibid.*, 35.

[43] *Ibid.*, 34.

[44] *Ibid.*

[45] Wysocki, 1996, A1.

[46] Johnson, 1995, 33.

[47] Johnson, 1995, 34.

[48] *Ibid.*

[49] McIntire, 1995a.

[50] Fram, 1996, A5.

[51] But higher education and research programs fared remarkably well compared to other "domestic discretionary" federal programs (Hartle, 1996, B1).

[52] The FY 1996 figure is an estimate; the FY 1997 figure is generated from the governors' proposed budgets (National Governors' Association, 1996, 13).

[53] National Governors' Association, 1995, 14.

[54] Perez, 1996, 3.

[55] Snell, Carter, Perez, and Rafool, 1995, 4.

[56] Lemov, 1995d. These accounts are designed to provide a cushion in case of unexpected revenue shortfalls or unavoidable expenditure demands.

[57] Lemov, 1995d, 39. These states are Alaska, Colorado, Delaware, Louisiana, Oklahoma, South Carolina, Texas, and Virginia.

[58] Shanahan, 1996, 45.

[59] National Governors' Association, 1996, 3.

[60] Of course inflation rates were higher in the 1980s.

[61] These states were: Hawaii, Idaho, Kansas, Maine, Maryland, New Hampshire, New Jersey, New Mexico, Rhode Island, South Dakota, and Vermont (National Governors' Association, 1996, 2).

[62] *Ibid.*

[63] *Ibid.*, 3.

[64] *Ibid.*, 8.

[65] *Ibid.*, 11.

[66] *Ibid.*, 11.

[67] *Ibid.*

[68] Gold, 1995.

[69] *Ibid.*, 1.

[70] *Ibid.*

[71] Perez, 1996, 10-11.

[72] McGuire, 1995, 6.

[73] National Governors' Association, 1996, 18-21.

[74] McIntire, 1995a.

[75] Most important, Republicans sought to end the guarantee or "entitlement" of individuals to benefits if they qualify under criteria set in law. President Clinton agreed on Aid to Families with Dependent Children, and signed a welfare reform act in August, 1996 (Katz, 1996a, 1465-1467; Super et al., 1996).

[76] Clymer, 1996.

[77] Katz, 1996a, 1465.

[78] Lav and May, 1995, 14. Republicans acknowledged this problem during June, 1996 discussions over welfare reform, but Democrats complained about the small size of the proposed correction (Katz, 1996b, 1599).

[79] Katz and Cloud , 1996, 1028.

[80] Economic Report of the President, 1996, 120-129.

[81] Ehrenhalt, 1995, 7-8.

[82] *Ibid.*, 8.

[83] Lav and May, 1995, 4.

[84] *Ibid.*, 9.

[85] *Ibid.*, 11.

[86] Walters, 1995.

[87] *Ibid.* Ironically, the venerable Advisory Commission on Intergovernmental Relations, which commissioned the study, was itself slated for elimination just when it is most needed.

[88] Katz, 1996a.

[89] National Governors' Association, 1996, vii.

[90] Gold and Ritchie, 1995, 2.

[91] Snell et al., 1995, 19.

[92] Under "tax-and-match" approaches, states incorporate specially-designed taxes on hospitals into their Medicaid funds that are matched by federal funds. The states, though reimbursing the hospitals for their "tax" contributions, come out ahead by virtue of the federal match of the phantom funds (Lemov, 1995c).

[93] Lemov, 1995a, 27-28.

[94] Gold and Ritchie, 1995, 3.

[95] Snell et al., 1995. These calculations exclude a significant portion of the capital costs involved in corrections spending.

[96] *Ibid.*, 20.

[97] Gold and Ritchie, 1995, 3.

[98] Gest and Pope, 1996, 29.

[99] *Ibid.*

[100] Lemov, 1995b, 53.

[101] *Ibid.*, 53-54; Gest and Pope, 1995, 28-36.

[102] Maier, 1995, A13. In contrast, 5 percent or less volunteered that answer for all but one prior year back to 1981.

[103] Mortenson, 1996b, 9, 11. This compares Black men of all age groups in jails and prisons to the mostly-young group enrolled in higher education, so the comparison has limitations.

[104] Snell et al., 1995, 22, 37.

[105] *Ibid.*, 37.

[106] National Governors' Association, 1996, 3.

[107] Gold and Ritchie, 1995, 2-3.

[108] *Ibid.*, 3.

[109] National Governors' Association, 1995, 3.

[110] Katz and Cloud, 1996, 1024; Super, Parrott, Steinmetz, and Mann, 1996.

[111] Some suggested and enacted state reforms provided for limited job training, and sought to reduce the rolls mainly via "moral mandates," such as penalizing women who have children while on welfare and setting strict time limits on welfare receipt (Conte, 1996, 19-23).

[112] Snell et al., 1995, 27. State appropriations for K-12 education grew by 5.3 percent when non-general fund support is included.

[113] Gold and Ritchie, 1995, 2.

[114] *Ibid.*, 3.

[115] Snell et al., 1995, 30.

[116] Mortenson, 1996a, 12.

[117] Snell et al., 1995, 31. State substitution of tuition increases for state support was a key corollary of this downward trend (Gold and Ritchie, 1995, 2).

[118] *Ibid.*, 33.

[119] Mortenson, 1995a, 11. Halstead shows a similar result with funding of public higher education as a share of total state and local government spending peaking in 1979-80 at 8.3 percent and declining to a 6.3 percent share in 1994 (Halstead, 1994, 25). Local government spending is included here because local support for community colleges is important in many states, and more generally because state and local governments tend to draw their resources from the same sources under guidelines established by the states.

[120] Mortenson, 1995a, 12.

[121] Halstead, 1994, 25.

[122] *Ibid.*, 75.

[123] Snell et al., 1995, 31-33.

[124] Mortenson, 1996a, 13.

[125] Snell et al., 31.

[126] *Ibid.*, 33.

[127] Schmidt, 1996a, A28. In May 1996, a New York state court overturned cuts made in early 1995 for CUNY, saying that its governing board used outdated and overly pessimistic budget estimates (Schmidt, 1996c, A41).

[128] This is the term given by Edward Hines, who has tracked state higher education appropriations for many years, to the large states that spend over $1 billion annually on higher education (13 in FY 1996). Hines (1996) includes all state tax funds appropriated to higher education. In contrast, the report of the National Conference of State Legislatures (Snell et al., 1995) concentrates on appropriations from state general funds.

[129] Geraghty, 1996, A27.

[130] Hines, 1996, 1.

[131] Healy, 1996b, A26-A28.

[132] Ruppert, 1996, 7.

[133] Hines, 1996, 4.

[134] *Ibid.*, 17. Some additional comparisons: multicampus universities—only those receiving more than $100 million in state tax funds in FY 1996 are included here—showed weighted average percentage gains in funding of 6 and 40 percent, respectively, over the most recent two- and ten-year periods. Higher education, as a whole, showed 8 and 45 percent gains. Large consolidated systems—several institutions in a single system, receiving over $100 million from the state in FY 1996—fared somewhat better than multicampus universities, with 9 and 44 percent gains, respectively (*Ibid.*, 18).

[135] Ruppert, 1996, 30.

[136] *Ibid.*

[137] Henderson, 1996, 3.

[138] *Ibid.*

[139] Ruppert, 1996, 32.

[140] Schmidt, 1996e, A23. But specific measures had not been developed so the hardest part was yet to come.

[141] Schmidt, 1996a, A23-4. Public colleges in Arkansas are rewarded financially for retaining more freshmen, producing more graduates who pass licensure exams, holding down administrative costs, increasing faculty teaching productivity, and diversifying the staff. Ohio community colleges can increase their funding by keeping fees low, maintaining a wide array of course offerings, and working with businesses or other groups to develop training programs.

[142] American Council on Education, *Campus Trends* surveys, cited in Hines, 1996, 1.

[143] American Association of State Colleges and Universities, 1995, 1.

[144] Hines, 1996, 1; See also Gold, 1995.

[145] Murphy and Welch, 1989; Marshall and Tucker, 1992; Tyler, Levy and Murnane, 1995.

[146] Marshall & Tucker, 1992; Carnevale, 1991; Hornbeck and Salamon, 1991.

[147] The number of high-school graduates nationally has climbed to nearly 2.6 million in 1995 after reaching a low point at 2.276 million in 1991 (Mortenson, 1996d, 3). The proportion of high-school graduates continuing immediately on to college jumped from less than 50 percent in the 1970s to about 62 percent for recent cohorts (Mortenson, 1996d, 4).

[148] Data are from Western Interstate Commission on Higher Education, 1993.

[149] This share jumped from about 21 percent in 1980 to 32.2 percent in 1993 (Mortenson, 1995c, 14).

[150] But a voter-approved limitation on taxation in Oregon, enacted in 1990, was the primary culprit in forcing cutbacks in higher education funding and steep tuition increases.

[151] The report did not cite the specific percentage of respondents supporting the idea; at most, 39 percent supported this approach (Ruppert, 1996, 32).

[152] *Ibid.*, 32.

[153] *Ibid.*, 36.

[154] *Ibid.*, 36.

[155] Henderson, 1996, 6-7.

[156] *Ibid.*, 1996, 7.

[157] College Board, 1995a, 10.

[158] Schoenberg, 1995, A56.

[159] College Board, 1995b, 3.

[160] "1996 Spending on the Education Department and NIH," 1996, A34.

[161] Shecter, 1996, A22.

[162] Burd, 1996a, A31.

[163] Hager, 1996, 1580. They were also criticized for proposing to direct scarce financial aid resources toward middle- and upper-income students at the expense of the truly needy (Lederman, 1996, A35, A40).

[164] Burd, 1996b, A38.

[165] Burd, 1996c, A34-A35.

[166] *Ibid.*, A34-A35. The analyst was James R. Mingle, executive director of the State Higher Education Executive Officers.

[167] Healy, 1996d, A30.

[168] There was a sizable increase between 1983 and

1994 in the percentage of respondents citing as "very important" in selecting their college the reasons: "offered financial aid" (+10 points for women and +7 points for men) and "low tuition" (+9 points for women and +6 points for men). There were no comparable increases in other reasons for selecting one's college. The proportions reporting "good academic reputation" and "graduates get good jobs" declined in the three to five percentage point range (Mortenson 1995c, 3).

[169] Mortenson, 1996c, 13. These figures come from Census Bureau data. Of course, these income differences are not necessarily all attributable to the differences in education of one member of the household.

[170] Other areas prominently mentioned as sustaining damage were faculty recruitment, building maintenance, and program offerings (American Association of State Colleges and Universities, 1995, 12).

[171] El-Khawas, 1995, 24. Aggregate enrollments grew by less than 1 percent in Fall, 1994 though the number of high-school graduates continued to climb; 66 percent of independent institutions reported gains.

[172] McPherson and Schapiro, 1996, 14.

[173] *Ibid.*, 13.

[174] El-Khawas, 1995, 24-25.

[175] McPherson and Schapiro, 1996, 15.

[176] McPherson and Schapiro, 1996, 17. Similarly, demand to attend America's elite institutions has not abated despite very steep tuition growth during the 1980s (Clotfelter, 1996, cited in Mercer, 1996, A33).

[177] Kane, 1995, cited in McPherson and Schapiro, 1996, 16.

[178] McPherson and Schapiro, 1996, 17.

[179] Schmidt, 1996b, A29.

[180] Healy, 1996a, A28. The University of Massachusetts, for example, will raise its standards for admission in Fall, 1997 and in 1998.

[181] Blumenstyk, 1996, A30-A31. The official name of this nascent institution is Western Governors University.

[182] A basic problem with such a broad-brush approach is that students are often essentially forced to accumulate "excess" credits by the need to stay fully enrolled to remain eligible for financial aid while not necessarily being able to get the courses they need to complete their desired major. Also, not all majors have the same credit requirements.

[183] Washington has such a program, called Running Start. The number of high-school students enrolled for college credit grew swiftly from 230 in 1990-91 to about 5,300 four years later ("Running Start Program Summary," 1995). Policymakers see the demand continuing to grow rapidly since the state pays the tuition for the college courses as long as the student is in high school. They plan to expand the program as fast as possible and connect it more explicitly to state K-12 education reform efforts as part of the state's strategy for coping with massive growth in demand for college access (Zumeta, 1996a).

[184] Healy, 1996c, A29.

[185] Information provided to the authors by Bruce Groll, Joint Legislative Budget Committee, State of Arizona, April 22, 1996. See also, Zumeta, 1996b, 11-12.

[186] Schmidt, 1996d, A36; Zumeta, 1996b, 10-11.

[187] El-Khawas, 1995, 21.

[188] American Association of State Colleges and Universities, 1995, 12.

[189] McIntire, 1995b.

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Faculty Retirement and Benefits

by Jay L. Chronister

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Chronister's research interests and recent publications address issues involving faculty careers, incentive retirement programs, retirement planning, and faculty benefit issues.

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Colleges and universities are experiencing major changes in the age composition of their faculty members. For over a decade, observers have asked whether large numbers of faculty would defer retirement beyond age 70 in the absence of a mandatory retirement age. Recent surveys show an increase in the mean age of the college faculty population. Some faculty cohorts, these surveys also show, plan to retire at ages later than were possible prior to the abolition of the mandatory retirement age. These findings have important implications for understanding trends in benefits.

This chapter addresses five topics:

- the aging trend of the American professoriate.
- the retirement plans of instructional faculty and staff.
- faculty interest in incentive retirement plans.
- fringe benefits provided to faculty.
- costs of benefits.

FACULTY AGE

Between 1977-78 and 1987-88, the mean age of all faculty in higher education increased from 44 to 47.[1] Table 1 shows a decline of about 5 percent in faculty under age 44 and a corresponding increase in those 45 and older between 1987-88 and 1992-93. Two percent of the increase occurred among faculty members age 55 or older, the "retirement eligible age cohort."

Full-time and part-time instructional faculty and staff showed somewhat different distributions—26 percent of the full-time and 21 percent of part-time faculty were age 55 or older in fall 1992; 3 percent of part-time and 1 percent of the full-time faculty were age 70 or older.

Full-time male faculty members appeared in the age 55 or older category more frequently than women—30 percent vs. 17 percent. A smaller percentage of minority (23 percent) than nonminority (26 percent) faculty were age 55 or older. These differences reflect the recency of the progress made by women and minorities—primarily in the younger age categories—in their representation on college faculties.

In 1992-93, just over 4 percent of full-time faculty members were age 65 or older and

TABLE 1

AGE DISTRIBUTION OF FULL-TIME INSTRUCTIONAL FACULTY AND STAFF: FALL, 1978 AND FALL, 1992.

Age	Fall 1987	Fall 1992
Under 35	10.2	7.9
35-44	31.6	28.9
45-54	34.1	37.1
55-59	11.7	13.1
60-64	8.6	8.7
65-69	3.3	3.4
70	0.2	0.3
Over 70	0.2	0.6

SOURCE 1993 National Study of Postsecondary Faculty.

1 percent were 70 or older—slight increases over the proportion of faculty in these categories in 1987-88 (Table 1). About 19 percent of surveyed institutions experienced a net increase in faculty age 65 or older between 1993-94 and 1994-95; 16 percent cited a net decrease.[2] All classifications of institutions, except public two-year colleges, had larger net gains than net losses in faculty age 65 or older; 41 percent of independent research/doctoral universities reported such gains. But public and independent institutions showed significant variation: 15 percent gain/14 percent loss among public institutions; 26 percent gain/20 percent loss among the independents (Table 2).

About 18 percent of the independent institutions reported a net increase in faculty age 70 or older; 7 percent reported a net loss; net gains and losses at public institutions were 7 percent and 10 percent, respectively. Independent research/doctoral institutions cited respective gains and losses of 41 percent and 11 percent. In contrast, public research/doctoral institutions reported net gains of 18 percent and net losses of 7 percent.

What are the implications for individuals and institutions of this increase in the proportion of faculty nearing the "traditional" age for retirement? The individual faculty perspective is related to personal goals and objectives, including the adequacy of their retirement income, personal health and the health of dependents, and the ability and opportunity to remain intellectually active.

TABLE 2

PERCENTAGES OF INSTITUTIONS REPORTING NET CHANGES IN FACULTY AGE 65 AND OVER, AND AGE 70 AND OVER BY TYPE AND CONTROL OF INSTITUTION FROM 1993-94 TO 1994-95

		Public				Independent		
	All institutions	All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Age 65 and over								
Net Gain	19	15	9	25	28	26	25	41
No Change	65	72	81	56	49	54	56	41
Net Loss	16	14	11	18	24	20	20	19
Age 70 and over								
Net Gain	11	7	3	14	16	18	16	41
No Change	80	83	91	70	58	75	78	48
Net Loss	9	10	5	16	26	7	6	11

SOURCE Elaine El-Khawas, Campus Trends 1995. New Directions for Academic Programs *(Washington, D.C.: American Council on Education, July 1995), 47*

Not lost on faculty members is the significant increase in the expected life span of individuals. Advances in medical science and improved health care, notes one observer, have provided individuals with a second middle age that begins at age 50 and may last for 30 or more years.[3] Based on current mortality tables, TIAA-CREF projects a two-thirds chance that one of every two 65 year-olds will still rely on retirement income at age 90.[4]

Academic institutions must ask about the increased cost and retention of a growing cadre of senior faculty, and about a concomitant decreased opportunity to hire junior faculty to support changes in program areas. Recent research challenges the traditional presumption that older faculty members are less productive and therefore provide diminished quality .[5] "Virtually everything we think we know about aging and longevity, drawn from collective wisdom is wrong," asserts a TIAA research report.[6] If conventional wisdom is overturned, should institutions be concerned about the retention of faculty members who choose to work past the traditional retirement ages of 65 or 70? Institutions will undoubtedly face this issue as faculty decide their retirement age in the absence of a mandate.

FACULTY PLANS FOR RETIREMENT

How will increased longevity and the absence of mandatory retirement affect faculty decisions about when to retire? Will faculty extend their institutional careers or will they engage in retirement-related activities? This analysis of faculty retirement plans approaches the question from two perspectives: the *percent* of full-time faculty who anticipated retirement within three years, beginning with 1992-93, and the *age* at which full-time faculty anticipated retiring.[7]

The likelihood of faculty retirement within three years varied by type and control of institution, and by program area. Approximately 7.4 percent of full-time faculty indicated they were "very likely" to retire in 1992-93, 1993-94, or 1994-95. Faculty members at all public institutions, except research universities, were more likely to retire than colleagues at corresponding independent institutions (Table 3). The data shows no direct relationship between the percent of faculty indicating the likelihood of retiring within three years and the proportion of faculty at the institutions who were age 55 or older.

TABLE 3

FULL-TIME INSTRUCTIONAL FACULTY AND STAFF REPORTING THEY WERE VERY LIKELY TO RETIRE IN THE NEXT THREE YEARS, BY TYPE AND CONTROL OF INSTITUTION, PROGRAM AREA, AND PERCENT OF FACULTY AGE 55 OR OLDER: FALL 1992

	Percent Very Likely to Retire InThree Years	Percent of All Faculty Age 55 Or Older
Institutions		
Public Research	5.9	27.0
Private Research	5.9	28.0
Public Doctoral [a]	7.4	24.0
Private Doctoral [a]	4.3	24.0
Public Comprehensive	8.4	27.0
Private Comprehensive	6.0	29.0
Private Liberal Arts	6.8	25.0
Public Two-Year	9.4	24.0
Other [b]	7.4	28.0
Program Areas		
Agriculture/Home Economics	9.0	28.0
Business	8.5	26.0
Education	10.5	29.0
Engineering	8.7	31.0
Fine Arts	9.0	26.0
Health Sciences	5.4	21.0
Humanities	8.0	30.0
Natural Sciences	6.5	26.0
Social Sciences	6.0	26.0
Other	7.4	28.0

[a] *Includes institutions classified by the Carnegie Foundation as specialized medical schools.*

[b] *Public liberal arts, private two-year, religious and other specialized institutions, except medical.*

SOURCE: 1993 National Study of Postsecondary Faculty.

The likelihood of retiring within three years also varied by program area specialization of faculty. Program areas with the largest percentages "very likely" to retire within three years included: education (10.5 percent), agriculture/home economics (9 percent), business (8.5 percent), engineering (8.7 percent), fine arts (9 percent), and humanities (8 percent). There is some relationship between the program areas with the largest percentages of faculty age 55 or over, and the likelihood of faculty retiring within three years as evidenced by data for agriculture/home economics, education, engineering, and humanities.

There also is a direct relationship between current age and the likelihood of faculty retiring within three years—49 percent and 75 percent of the faculty members in the 65-69 age range and at age 70, respectively—but only one-third of the faculty over age 70—were likely to plan to retire within three years (Table 4).

TABLE 4

PERCENT OF FULL-TIME INSTRUCTIONAL FACULTY VERY LIKELY TO RETIRE IN THE NEXT THREE YEARS, BY CURRENT AGE: FALL 1992

Current Age	Percent Very Likely To Retire
Under 55	4.0
55-59	10.0
60-64	32.0
65-69	49.0
70	75.0
Over 70	33.0

SOURCE: 1993 National Study of Postsecondary Faculty

TABLE 5

A COMPARISON OF THE AGES AT WHICH FULL-TIME INSTRUCTIONAL FACULTY ARE MOST LIKELY TO STOP WORKING AT A POST-SECONDARY INSTITUTION AND TO RETIRE FROM PAID EMPLOYMENT

Age Categories	Age Likely to Stop Work at Post-Secondary Institution	Retire from Paid Employment
Under 50	1.9	0.2
50-54	2.0	0.6
55-59	7.0	3.8
60-64	17.4	12.9
65-69	30.1	27.2
70	13.0	17.2
Over 70	4.2	8.6
Don't Know	24.3	29.3

SOURCE: 1993 National Study of Postsecondary Faculty

Faculty members reported differences in the age they anticipated ending their work at postsecondary institutions and the age at which they would retire from paid employment (Table 5). Approximately 28 percent of the full-time faculty in fall 1992 expected to cease employment at a postsecondary institution prior to age 65, but only about 18 percent expected to retire from paid employment by that age. Conversely, 17 percent expected to retire from a postsecondary institution at age 70 or older, while 26 percent expected to retire from paid employment during that period.

How do the anticipated retirement ages of full-time faculty in fall 1992 correspond with the actual retirement ages of faculty in recent years? Aggregating data from the "Retire from Paid Employment" column in Table 5 into three categories of potential retirement ages—under 65, 65-69, and 70 and over—produces anticipated retirement age distributions of 17.5 percent, 27.2 percent, and 25.8 percent, respectively. A 1991 TIAA-CREF study of faculty retirees showed a percentage distribution of actual retirements by the same age categories of: under 65, 43 percent; 65-69, 44 percent; and 70 or older, 8 percent.[8] The contrast between the 8 percent of actual retirees at age 70 or older and the 25.8 percent in the data base of the 1993 National Study of Postsecondary Faculty (NSOPF) reflects the existence of a mandatory retirement age of 65 or 70 when the TIAA-CREF survey was administered.

We can see the abolition of mandatory retirement has affected the retirement planning of currently employed faculty members, despite the limitations of a direct comparison between the two data bases. But the abolition of mandatory retirement should not be considered the only, or the most important reason for continued employment.

The combination of increased years of healthy life expectancy and the lack of a mandatory retirement age has opened the door for continued years of employment. An increasing number of faculty plan to take advantage of the opportunity for a later retirement age than was possible when mandatory retirement thwarted the choice.

Incentive Retirement Plans

Increases in the proportion of faculty at senior age levels and in the proportion who defer retirement affect the curricular and financial plans of institutions. Many institutions, in response, have implemented incentive retirement programs for faculty—36 percent of institutions responding to a 1995 survey offered buyouts to their faculty members during the previous year.[9] Early retirement options were offered by 38 percent of public institutions with 39, 30, and 55 percent of the two-year, comprehensive, and research/doctoral institutions, respectively, making the plans available. Only 32 percent of independent institutions offered an incentive program—68 percent of the research/doctoral institutions; 28 percent from all other types of independent colleges.

Approximately 28 percent of full-time instructional faculty in 1992 would give serious consideration to an early retirement option, if offered.[10] By age category, faculty in the age ranges of 60-64 (36 percent), and 55-59 (33 percent) were the most receptive. There was little difference by gender on taking part in such a plan, but there were important differences by race and ethnicity. Minorities, in general, expressed greater interest than white/non-Hispanic faculty. Faculty members at public institutions expressed greater interest than their colleagues at comparable types of independent institutions—23 percent and 16 percent of full-time faculty at public and independent research institutions, respectively, for example. Full-time faculty at public two-year institutions expressed the highest level of interest (35 percent), followed by faculty members at public comprehensive institutions (32 percent).

Full-time faculty members also expressed broad interest (46 percent) in having the opportunity to draw retirement income and to continue working part-time at their institution. The idea appealed especially to faculty age 70 (67 percent), males (48 percent vs. 43 percent for women), and minority faculty (48-52 percent depending on race or ethnicity vs. 46 percent for nonminority faculty).

BENEFITS

The availability and types of benefits that institutions provide to full-time and part-time faculty and staff are important parts of total compensation.[11]

Retirement Plans for Full-time Faculty and Staff

Nearly all colleges and universities provide retirement plans for full-time employees, including permanent instructional and non-instructional personnel (Table 6).

About 72 percent of all institutions provide TIAA-CREF, 42 to 44 percent offer another 403B plan, and nearly 45 percent have a state plan. Ninety percent or more of public and independent research, public doctoral, and independent comprehensive institutions offer TIAA-CREF, while 75 percent or more of the public research, doctoral, comprehensive, and two-year institutions provide a state retirement plan. More than 60 percent of each type of institution offered at least one other 403B plan.[12]

Retirement plans vary by degree of institutional subsidy. Table 7 shows the percent of institutions that fully subsidize, partially subsidize, or do not subsidize their retirement plans for full-time faculty. Of the institutions offering TIAA-CREF, for example, 23.9 percent fully subsidize the retirement plan for full-time faculty, 60.1 percent require both institution and employee contributions, and 16 percent require the employee to fund the pension account fully.

Other Benefit Options for Faculty

Colleges and universities commonly offer medical insurance or medical care, dental insurance or dental care, disability insurance, and life insurance to permanent full-time instructional and non-instructional faculty and staff (Table 8). The proportion of institutions offering a dental insurance or dental care benefit increased significantly, from 59 percent in 1987-88 to 80 percent in 1992-93. Child care showed substantial gains—the proportion of campuses providing child care benefits increased from 4 percent to nearly 30 percent between 1987-88 and 1992-93. About 60 percent of public and independent research universities offer child care benefits for at least certain full-time personnel. Enactment of the

TABLE 6

PERCENTAGE OF HIGHER EDUCATION INSTITUTIONS OFFERING RETIREMENT PLANS TO FACULTY: FALL 1992

			Retirement Plans				
Faculty Status	Number of Institutions	Any Retirement Plan	TIAA-CREF	Other 403B Plan	State Plan	401K or 401B Plan	Other Retirement Plan
Permanent Full-time Instructional	3,142	96.8	72.4	44.1	44.9	15.3	28.0
Permanent Full-time Noninstructional	1,881	94.6	71.8	48.3	42.0	15.3	25.9
Part-time Instructional	3,091	42.5	24.6	16.7	22.9	4.4	10.3

SOURCE: 1993 National Study of Postsecondary Faculty.

TABLE 7

PERCENT OF INSTITUTIONS THAT SUBSIDIZE VARIOUS RETIREMENT PLANS FOR FULL-TIME FACULTY: FALL, 1992

	Percent of Plans		
Types of Plan	Fully Subsidized	Partially Subsidized	Not Subsidized
TIAA-CREF Plan	23.9	60.1	16.0
Other 403B Plan	10.5	26.5	63.0
State Plan	20.4	69.2	10.4
401K or 401B Plan	6.5	19.1	74.4
Other Retirement Plan	28.3	39.6	32.1

SOURCE: 1993 National Study of Postsecondary Faculty.

federal Family Medical Leave Act of 1993 led to gains in the proportion of institutions providing maternity leave (83 percent) and paternity leave (61 percent). Independent institutions are more likely than are public institutions to provide tuition remission or grants for faculty dependents, and to provide housing assistance.

Nearly 28 percent of institutions provide "cafeteria-style" benefits plans in which full-time instructional faculty and staff can trade off some benefits for others, within institutional guidelines. These plans are more common at independent liberal arts colleges (40.5 percent), independent doctoral universities (36.8 percent), and public doctoral universities (34.0 percent), than at other types of institutions.

Fewer institutions provide benefits for temporary full-time faculty. Only 45 percent of institutions, for example, provide medical insurance or medical care to temporary full-time personnel; 99 percent provide this coverage to permanent full-time faculty (Table 8). Research, public doctoral, and public comprehensive universities are most likely to offer benefits to temporary full-time instructional

TABLE 8

PERCENTAGE OF HIGHER EDUCATION INSTITUTIONS OFFERING VARIOUS BENEFITS TO FACULTY: FALL 1992

Faculty Status	Number of Institutions	Wellness Program or Health Promotion	Medical Insurance/ Med. Care	Dental Insurance/ Dent. Care	Disability Insurance	Life Insurance	Tuition Remission/ Grants-Spouse	Tuition Remission/ Grants-Children
Permanent Full-time Instructional	3,142	43.3	99.3	80.9	90.5	93.8	67.5	69.4
Temporary Full-time Instructional	3,133	25.7	45.2	38.1	38.8	38.1	24.9	24.0
Permanent Full-time Non-instructional	1,881	43.9	98.7	80.0	88.4	93.5	68.7	69.3
Part-time Instructional	3,091	21.2	35.0	25.0	23.6	26.1	17.0	14.9

Faculty Status	Child Care	Housing/ Mortgage	Meals	Transportation/Parking	Maternity Leave	Paternity Leave	Medical Insurance For Retirees	"Cafeteria-style"
Permanent Full-time Instructional	29.4	16.9	16.7	56.8	83.2	61.0	66.7	27.8
Temporary Full-time Instructional	19.5	2.7	7.0	34.1	32.2	26.7	20.2	11.2
Permanent Full-time Non-instructional	27.1	19.3	19.8	56.4	80.1	59.3	64.2	28.6
Part-time Instructional	14.1	3.3	10.1	32.0	20.7	16.9	15.7	9.1

SOURCE: 1993 National Study of Postsecondary Faculty.

faculty—60 percent or more offer medical insurance, dental insurance, disability insurance, and life insurance to these employees.

Benefits for Part-Time Faculty

Benefits for part-time faculty members are less commonly available. Approximately 42 percent of institutions provide a retirement plan for part-time faculty (Table 5); 35 percent provide health care coverage, 25 percent offer dental insurance or dental care, 25 percent provide life insurance, and 14 percent offer child care (Table 8). Public and independent research universities and public doctoral institutions are most likely to offer retirement plans (73 percent or more) and health care benefits for part-time faculty. Over 40 percent of all research universities and 35 percent of the public doctoral universities offer child care benefits.

Should universities and colleges provide benefits for part-time faculty? If so, what should be the eligibility requirements? Thirty-five percent of all institutions have specific criteria for benefit eligibility for part-time faculty. This proportion ranges from 80 percent of public research universities, 78 percent of public doctoral institutions, and 70 percent of independent research universities to 28 percent at public two-year colleges. Twenty-seven percent of colleges and universities utilize criteria based on a minimum number of hours per week (average: 16 hours). Approximately 39 percent of part-time faculty meet this minimum criterion. Public research universities (69 percent) and public doctoral universities are most likely (58 percent) to have a required minimum number of hours per week for benefit eligibility; public two-year colleges are least likely (21 percent).

Nearly 17 percent of institutions establish a minimum length of employment service. This minimum exceeds one year at 6 percent of institutions; 41 percent of part-time faculty members meet that length-of-service requirement. Independent doctoral universities (21 percent), public doctoral universities (13 percent), and independent comprehensive institutions (12 percent) are most likely to require at least one year minimum length of employment to qualify for benefits.

Benefits for Retirees

Sixty-seven percent of colleges and universities provide medical insurance for retirees who were permanent full-time instructional faculty. Public institutions are more likely to offer medical insurance for retirees—95 percent and 78 percent of public and independent research universities, respectively; 86 percent and 49 percent of public and independent doctoral universities, respectively. Almost as many (64 percent) institutions provide health benefits for former permanent full-time noninstructional faculty; again public colleges and universities are more likely to offer the benefit. Twenty percent of colleges and universities extend health insurance to retired temporary full-time instructional faculty; 16 percent to former part-time personnel.

A 1993 health-care reform survey found that among the 70 percent of surveyed institutions providing medical coverage for their retirees, 33 percent subsidized both pre- and post-age 65 persons, 26 percent provided no subsidy, and 12 percent provided some variation thereof.[13]

COSTS OF BENEFITS

Benefits continue to consume a large portion of institutional compensation budgets. Between 1989-90 and 1994-95, average benefit costs rose by 27.7 percent, while average salary grew by 20 percent (Figure 1).[14] Average costs for this period increased by 24.9 percent at AA, 30.2 percent at BA, 23.1 percent at BA+, and 25.6 percent at doctoral institutions. Independent institutions experienced the larger average increase—32.6 percent vs. 22.6 percent at public institutions.[15] The increase in average benefit costs moderated to 2.8 percent between 1993-94 and 1994-95, while average salaries increased by 3.3 percent.

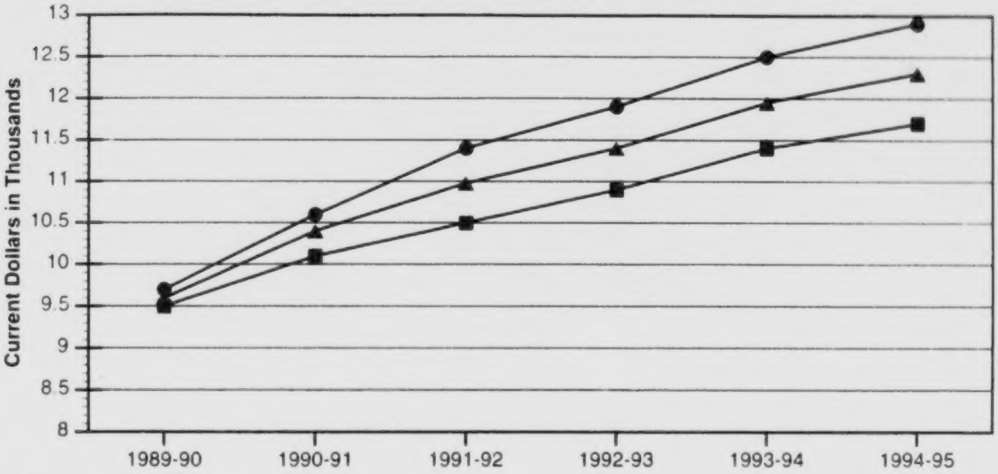
Tables 9 and 10 show average salaries, average benefit costs, and benefit expenditures as percent of average salary by level and control of institution for 9/10 and 11/12 month faculty for 1994-95. The overall average of 25.2 percent in 1994-95 was the same as the average for 1993-94. Average salaries and average benefit costs for faculty on 9/10 month contracts were higher at public institutions at each level than at independent institutions, except at doctoral level institutions (Table 9). Benefits as percent of salary ranged from 24 percent at public doctorals to 29.8 percent at independent AA institutions.

Public institutions, on average, provided higher salaries and incurred higher average benefit expenditures for 11/12 month faculty, except for higher average benefit expenditures at the independent doctoral level (Table 10). The public and independent BA colleges provided the highest average benefit as a percent of salary, 27.7 percent. The overall average of 24.4 percent for benefits as a percent of salary was an increase over the previous year.

Disaggregating average benefit cost data for full-time faculty on 9/10 and 11/12 month appointments by type and control of institution allows for a more detailed cost analysis of benefits (Tables 11 and 12). Retirement contributions, Social Security, and medical/dental insurance, continue to be the "big three" expense items in the average benefit package. Differences in average salaries at public and independent institutions result in different average costs for some benefits, including retirement contributions and Social Security. Other differences result from the benefits themselves. For example, a tuition benefit is a greater average cost for independent doctoral institutions than for the publics. Basing average benefits calculations on actual costs for faculty receiving the benefits shows higher expense patterns than data that include institutions that do not provide a benefit, or that include ineligible faculty members. A 1994-95 report distinguishes between institutions that

FIGURE 1

CHANGES IN AVERAGE BENEFIT COSTS IN CURRENT DOLLARS, 1989-90 TO 1994-95



	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
■ Public	$9,539	$10,118	$10,522	$10,897	$11,396	$11,691
● Private	$9,683	$10,581	$11,433	$11,892	$12,487	$12,857
▲ Average	$9,611	$10,349	$10,978	$11,394	$11,941	$12,274

NOTE: Based on 1,458 institutions (45.3 percent of the NEA National Faculty Salary Universe) reporting data in all years.

SOURCE: NCES, IPEDS Salary Survey, 1989-90 through 1994-95.

offer a benefit and the average cost per faculty member who actually receive that benefit (Table 13). Average costs per faculty across all institutions were $12,593 in 1994-95, or about 25.4 percent of the average salary. Costs by type of control were: public, $12,469 (25.4 percent); private/independent, $14,251 (25.7 percent); and church-related, $10,988 (25.2 percent).[16] But average benefits expenditures increased when based on costs for the faculty members actually receiving the benefits—total, $17,855 (36.2 percent); public, $15,439 (31.5 percent); private/independent, $21,708 (39.2 percent); and church-related, $18,670 (42.8 percent). The tuition remission benefit made the most significant contribution to the increase in average costs—an elevenfold higher average cost when the figure includes only faculty who received the benefit.

BENEFIT AND RETIREMENT ISSUES

State Pension Plans

The financial condition of state pension funds is an area of growing concern to state and campus officials and to faculty members. Two-thirds of state pension plans are underfunded, according to a General Accounting Office study, and 40 percent are undercontributed.[17] State plans may therefore be unable to meet actual and anticipated annuity payout obligations.

Some states, in response, are considering a shift from defined benefit to defined contribution pension plans. The state thereby guarantees a specific annual pay-in amount instead of a specified pension annuity payout. The employee, by choosing the types of investments, assumes the risk of meeting income replacement needs for retirement.

Social Security

Concerns about the long-term viability of Social Security as a retirement income source compound concerns about state retirement plans. Younger members of the Baby Boom generation may find the Social Security Trust Fund insolvent unless Congress changes the program funding and eligibility requirements. The accumulation in the fund, a recent study

TABLE 9

AVERAGE SALARY, AVERAGE BENEFITS AND BENEFITS AS A PERCENT OF AVERAGE SALARY, FACULTY ON 9/10 MONTH CONTRACTS BY INSTITUTIONAL TYPE AND CONTROL, 1994-1995

	Control		
Institution Type	Public	Independent	Average of All Faculty
AA			
Salary ($)	41,108	30,133	40,889
Benefits ($)	10,471	8,968	10,441
Benefits (Percent Salary)	25.5	29.8	25.5
BA			
Salary ($)	41,186	40,841	40,939
Benefits ($)	10,779	10,665	10,698
Benefits (Percent Salary)	26.2	26.2	26.2
BA+			
Salary ($)	46,007	42,802	44,838
Benefits ($)	12,076	11,054	11,703
Benefits (Percent Salary)	26.2	25.8	26.1
Doctoral			
Salary ($)	51,638	59,129	53,726
Benefits ($)	12,408	15,281	13,209
Benefits (Percent Salary)	24.0	25.8	24.6
Average			
Salary ($)	47,141	50,010	47,934
Benefits ($)	11,745	12,959	12,081
Benefits (Percent Salary)	24.9	25.9	25.2

NOTE: Based on 73.5 percent of NEA's faculty salary universe (2,369 institutions) reporting benefits data.

SOURCE: NCES, IPEDS Salary Survey, *1994-95*

indicates, will peak in 2020, and the fund will be exhausted by 2029, when the youngest members of the baby boom generation will be about age 65.[18] The federal government has already increased the age at which the unreduced annuity will be available from the current age 65, to age 66, and eventually to age 67. But these measures will not meet the anticipated payout needs for the fund early in the twenty-first century.

Increased longevity affects the long-term financial viability of Social Security and other pension funds. Financing extended years of retirement is more expensive whether the source of support is the government, the employer's pension plan, or the individual.[19] "Early" retirement programs extend the number of years for which these sources must provide retirement income. These factors place increased responsibility on the individual to plan effectively for financing the retirement years.

Long-Term Health Care

Not to be overlooked in planning for the post-retirement years is the potential need for long-term health care. More than 12 million Americans (60 percent elderly, 40 percent working-age adults and children), notes a GAO report, have long-term health care needs.

TABLE 10

AVERAGE SALARY, AVERAGE BENEFITS, AND BENEFITS AS A PERCENT OF AVERAGE SALARY, FACULTY ON 11/12 MONTH CONTRACTS BY INSTITUTIONAL TYPE AND CONTROL, 1994-95

	Control		
Institutional Type	Public	Independent	Average of All Faculty
AA			
Salary ($)	41,321	33,959	40,649
Benefits ($)	10,929	7,654	10,719
Benefits (Percent Salary)	26.4	22.5	26.2
BA			
Salary ($)	50,288	37,752	40,146
Benefits ($)	13,994	10,443	11,121
Benefits (Percent Salary)	27.8	27.7	27.7
BA+			
Salary ($)	56,052	42,640	48,536
Benefits ($)	14,059	10,836	12,253
Benefits (Percent Salary)	26.6	26.8	26.7
Doctoral			
Salary ($)	65,831	64,257	65,480
Benefits ($)	15,040	17,399	15,567
Benefits (Percent Salary)	22.9	27.2	23.8
Average			
Salary ($)	58,309	54,583	57,417
Benefits ($)	13,831	14,511	13,994
Benefits (Percent Salary)	23.7	26.6	24.4

NOTE: Based on 73.5 percent of NEA's faculty salary universe (2,360 institutions) reporting benefits data.

SOURCE: NCES, IPEDS Salary Survey, 1994-95.

Americans spent nearly $108 billion on long-term health care in 1993; about 70 percent of this total went for institutional care. Medicaid and the states picked up about $44.7 billion of this cost; families paid the remainder, though fewer than 3 percent of Americans have insurance to cover these costs.[20] Financial planning for retirement should therefore include the potential need for long-term care.

CONCLUSION

The era of an "aging" faculty with its increase in faculty retirements, forecast by Bowen and Schuster a decade ago, is now upon us.[21] Data presented in this chapter reflect the increased age of the professoriate. The rate of annual retirements may also be increasing, but the issue is problematic. Uncapping the mandatory retirement age placed the retirement decision in the hands of faculty members. Many institutions are experiencing an increase in the proportion of their faculty age 65 and older and, for doctoral institutions, the proportion who are age 70 and older.

TABLE 11

AVERAGE BENEFITS FOR FACULTY MEMBERS ON 9/10 MONTH CONTRACTS BY INSTITUTIONAL TYPE AND CONTROL, 1994-95

		Control		
Offering Level	Benefit	Public	Independent	Average
AA	Retirement	$3,864	$2,167	$3,826
	Medical/Dental	3,399	1,514	3,356
	Group Life Insurance	145	75	143
	Other Insurance	199	1,136	220
	Disability	97	96	97
	Tuition Plan	46	201	50
	Housing Plan	0	97	2
	Social Security	2,168	2,208	2,169
	Unemployment Comp.	106	161	107
	Worker's Comp.	299	262	298
	Other Benefits	62	35	62
	TOTAL	10,385	7,953	10,330
BA	Retirement	3,795	3,068	3,273
	Medical/Dental	3,285	2,331	2,599
	Group Life Insurance	88	156	137
	Other Insurance	72	115	103
	Disability	52	147	120
	Tuition Plan	154	797	616
	Housing Plan	6	86	64
	Social Security	2,604	2,967	2,865
	Unemployment Comp.	59	130	110
	Worker's Comp.	300	287	291
	Other Benefits	20	52	43
	TOTAL	10,347	10,137	10,221
BA+	Retirement	4,580	3,130	4,042
	Medical/Dental	3,493	2,587	3,157
	Group Life Insurance	113	173	135
	Other Insurance	66	185	110
	Disability	87	142	107
	Tuition Plan	90	820	361
	Housing Plan	0	56	21
	Social Security	3,134	3,103	3,123
	Unemployment Comp.	92	139	109
	Worker's Comp.	299	324	309
	Other Benefits	20	93	47
	TOTAL	11,974	10,753	11,521
Doctoral	Retirement	5,210	5,383	5,258
	Medical/Dental	3,193	3,356	3,238

TABLE 11 (CONTINUED)

AVERAGE BENEFITS FOR FACULTY MEMBERS ON 9/10 MONTH CONTRACTS BY INSTITUTIONAL TYPE AND CONTROL, 1994-95

		Control		
Offering Level	Benefit	Public	Independent	Average
Doctoral *(cont.)*	Group Life Insurance	130	200	150
	Other Insurance	183	175	181
	Disability	104	162	120
	Tuition Plan	108	1,093	384
	Housing Plan	3	137	41
	Social Security	2,995	3,946	3,261
	Unemployment Comp.	81	162	104
	Worker's Comp.	296	338	308
	Other Benefits	76	226	118
	TOTAL	12,379	15,178	13,162
	Average	$11,668	$12,645	1$1,942

NOTE: Based on 84.92 percent of NEA's faculty salary universe (2,691 institutions) reporting benefits data.

SOURCE: NCES, IPEDS Salary Survey, *1994-95*

TABLE 12

AVERAGE BENEFITS FOR FACULTY MEMBERS ON 11/12 MONTH CONTRACTS BY INSTITUTIONAL TYPE AND CONTROL, 1994-95

		Control		
Offering Level	Benefit	Public	Independent	Average
AA	Retirement	$4,170	$1,060	$3,970
	Medical/Dental	2,781	2,293	2,749
	Group Life insurance	83	107	84
	Other Insurance	281	26	265
	Disability	67	89	68
	Tuition Plan	22	68	25
	Housing Plan	1	0	1
	Social Security	2,555	2,373	2,543
	Unemployment Comp.	66	179	73
	Worker's Comp.	222	252	224
	Other Benefits	83	478	109
	TOTAL	10,330	6,934	10,111
BA	Retirement	4,379	1,937	2,476
	Medical/Dental	3,033	2,420	2,556
	Group Life Insurance	138	134	135

TABLE 12 (CONTINUED)

AVERAGE BENEFITS FOR FACULTY MEMBERS ON 11/12 MONTH CONTRACTS BY INSTITUTIONAL TYPE AND CONTROL, 1994-95

		Control		
Offering Level	Benefit	Public	Independent	Average
BA *(cont.)*	Other Insurance	6	179	141
	Disability	68	83	80
	Tuition Plan	53	234	194
	Housing Plan	0	117	91
	Social Security	2,570	2,428	2,460
	Unemployment Comp.	42	171	142
	Worker's Comp.	151	242	222
	Other Benefits	110	77	84
	TOTAL	10,551	8,022	8,580
BA+	Retirement	5,426	2,663	3,870
	Medical/Dental	2,810	2,451	2,608
	Group Life Insurance	181	163	171
	Other Insurance	46	116	86
	Disability	136	129	132
	Tuition Plan	81	452	290
	Housing Plan	0	61	34
	Social Security	3,349	2,988	3,146
	Unemployment Comp.	82	157	124
	Worker's Comp.	287	314	302
	Other Benefits	57	54	55
	TOTAL	12,457	9,549	10,819
Doctoral	Retirement	6,705	5,809	6,497
	Medical/Dental	3,061	4,031	3,287
	Group Life Insurance	158	247	179
	Other Insurance	234	308	251
	Disability	1,087	204	130
	Tuition Plan	124	1,051	340
	Housing Plan	2	125	31
	Social Security	3,548	3,784	3,679
	Unemployment Comp.	86	139	98
	Worker's Comp.	302	445	336
	Other Benefits	123	242	151
	TOTAL	15,551	16,386	14,978
	Average	$13,144	$13,035	$13,116

NOTE: Based on 84.92 percent of NEA's faculty salary universe (2,691 institutions) reporting benefits data.

SOURCE: NCES, IPEDS Salary Survey, 1994-95.

TABLE 13

AVERAGE INSTITUTIONAL EXPENDITURES FOR BENEFITS ACROSS ALL FACULTY AND PER FACULTY RECEIVING THE SPECIFIC BENEFIT, ALL INSTITUTIONS: 1994-95

Benefits	Average per Faculty	Average per Faculty Receiving Benefit
Retirement	$4,906	$5,031
Medical Insurance	3,193	3,324
Disability	126	198
Tuition Plan	346	3,942
Dental Insurance	133	381
Social Security	3,200	3,518
Unemployment Comp.	100	134
Group Life Insurance	145	181
Worker's Comp.	302	355
Benefits in Kind	141	791
Total	$12,593	$17,855

SOURCE: Data from Academe 81 *(2) (March-April, 1995), 25.*

NSOPF-93 data shows a growing proportion of faculty who anticipate retirement at age 70 or later. Colleges and universities must monitor the actual numbers of faculty who go through with their plans to assess the true impact of the "uncapped" retirement age. Will incentive retirement options—provided by over one-third of all institutions, 55 percent of public doctoral institutions, and 68 percent of independent doctoral institutions in 1993-94—make a difference?

The rate of growth in benefit costs slowed somewhat between 1993-94 and 1994-95. Average benefit costs as a percent of average salary for 9/10 month faculty remained constant at 25.2 percent across the two year period. Some slowing of this growth rate may reflect a slower growth rate of medical and dental benefit costs.

Financial constraints, an aging faculty, and uncertainty about faculty retirements have placed many institutions in a tenuous position. The pressure on public institutions to absorb massive budgetary cuts has eased, but higher education may never return to appropriate funding levels. Financial constraints, combined with calls for greater institutional responsiveness to social needs, lead administrators to see an older, tenured faculty as an inflexible, expensive resource. The increased proportion of faculty in the "senior age" category has important implications for the portion of the compensation budget that is attributable to benefit costs .

NOTES

[1] Chronister, 1996, 108.

[2] El-Khawas, 1995, 48.

[3] TIAA-CREF, October 1995, 4.

[4] Biggs, 1995, 2.

[5] National Research Council, 1991, 58; TIAA-CREF, 1995.

[6] TIAA-CREF, October 1995, 1.

[7] These data are from NSOPF-93.

[8] TIAA-CREF, 1991. Four percent of the respondents had no identified retirement age.

[9] El-Khawas, 1995, 48.

[10] NSOPF-93.

[11] Data utilized in this section are from the Institutional Survey of NSOPF-93.

[12] Exceptions included independent comprehensive, independent liberal arts, public two-year, and the category "Other," which includes public liberal arts, independent two-year, and religious and other specialized institutions, except medical schools.

[13] McArdle, 1995, 3.

[14] Salary data used are from the same 1,458 institutions for whom benefit costs are shown in Figure 1.

[15] Ibid.

[16] American Association of University Professors, March-April 1995, 25.

[17] NEA 1995, 6.

[18] TIAA-CREF, March 1995, 2.

[19] TIAA-CREF, March 1995, 3.

[20] Spray, 1995, 1.

[21] Bowen and Schuster, 1986.

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ADMINISTRATIVE STAFF: SALARIES AND ISSUES

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This chapter discusses salaries and related issues affecting nonfaculty employees of American colleges and universities—the majority of the academic workforce. Salaries, benefits, and working conditions vary with the type of employer—public vs. independent, and two-year vs. four-year, for example—reflecting institutional values and constraints.

The chapter addresses the following questions:

- What is the racial/ethnic and gender composition of the staff of higher education, and how has the composition changed over the past year?
- Where and to what extent are part-time staff used?
- Which occupations have expanded?
- Where has new hiring occurred?
- What are the trends in administrative salaries, and how do salaries differ by type of employer and level of position?
- How does performance appraisal or the evaluation of staff depend on the level of position?

CATEGORIES OF EMPLOYMENT

The National Center for Education Statistics (NCES), U.S. Department of Education, uses job categories established by the Equal Employment Opportunity Commission (EEOC). Colleges and universities regularly file reports on employment in higher education with NCES. This major source of data uses the following definitions of the job categories.[1]

Professional Positions

Administrative, executive, and managerial: Persons with primary responsibility for management of the institution or a customary subdivision. This chapter abbreviates the category as "executive."

Faculty: Persons conducting instruction, research, or public service as a principal activity and who hold academic-rank titles.

Instruction/Research Assistants: Students (typically graduate students) hired part-time to assist in instruction or research. This chapter calls the category "student assistants."

Other Professionals (support/service): Persons employed primarily to perform academic and institutional support and student service activities, whose assignments require college graduation or experience to provide a comparable background. This chapter calls the category "support professional."

All executive and support professional positions are commonly referred to as administrators. NCES uses the term "professional" to designate those positions that require a college education or equivalent.

Nonprofessional Positions

Technical and paraprofessional: Persons whose assignments require specialized knowledge or skills, acquired through experience or academic work offered in two-year institutions or through equivalent on-the-job training.

Clerical and secretarial: Persons who carry out such activities.

Skilled crafts: Persons whose assignments typically require special manual skills and a thorough, comprehensive knowledge of the processes involved in the work.

Service/maintenance: Persons whose assignments require limited degrees of previously acquired skills and knowledge and who contribute to the welfare of personnel and students or to the care of institutional property.

This chapter uses the NCES term, "nonprofessional"—the term refers to a level of required knowledge, not an approach to work—to designate staff in these categories.

COMPOSITION

Between 1991 and 1993, total employment in higher education increased 2.3 percent to 2,602,612 according to the Fall Staff Survey for higher education institutions in the 50 states and the District of Columbia. In 1993, almost two-thirds (64.8 percent) of all job holders and seven-tenths (69.4 percent) of the full-time employees were not faculty members (Table 1).

Gender

Women were most prevalent in the secretarial/clerical category (88.4 percent) and formed the majority in two other categories—support professionals (60.8 percent) and technical and paraprofessional positions (60.2 percent). In contrast with men, women in full-time positions were more likely to be support professionals than faculty. Very few women filled positions in the skilled crafts (6.5 percent).

The data permit cautious comparisons between the gender patterns in 1991 and 1993.[2]

TABLE 1

EMPLOYMENT IN AMERICAN HIGHER EDUCATION BY EEO CATEGORY AND GENDER, 1993-94 (IN THOUSANDS)

	Full Time				Full-Time and Part-Time				
	Men	Women	Both	Category % of Total	Men	Women	Both	Category % of Total	Women as Percent of Both
Executive	80	58	138	7.7	83	61	144	5.5	42.4
Faculty	363	182	546	30.6	561	354	915	35.2	38.7
Student Assistants	-	-	-	0.0	120	82	203	7.8	40.6
Support Professional	143	213	356	19.9	167	259	425	16.3	60.8
Technical	59	84	143	8.0	73	111	184	7.1	60.2
Clerical	33	319	352	19.7	51	387	438	16.8	88.4
Skilled Crafts	58	3	61	3.4	60	4	64	2.5	6.5
Service	118	70	189	10.6	141	88	229	8.8	38.5
Total	854	929	1784	100.0	1256	1347	2603	100.0	51.7

SOURCE: National Center for Education Statistics. IPEDS Fall Staff Survey, 1993.

The gender composition of the academic workforce changed little between these years (percentage of women: 51.8 in 1991; 51.7 in 1993). The percentage of women in technical positions declined substantially—65.9 percent in 1991; 60.2 percent in 1993—but other shifts between the two years were small.

Race/Ethnicity

The racial composition of the full-time staff in each EEO category showed little change. In 1993, as in previous years, the higher-status categories tended to have higher percentages of whites.[3] Conversely, lower-status categories tended to have higher percentages of Blacks and Hispanics; the service category had the highest percentage of both groups. A change in treatment of nonresident aliens (NRAs) in the 1991 and 1993 NCES surveys obscures changes in racial and ethnic composition.[4] But, the data reveal few major shifts. The percentage of whites and of Hispanics in each category stayed constant to within about half of 1 percent. Among support professionals, the percentage of Blacks increased from 8.6 to 9.6 percent; the percentage of Asian Americans dropped from 5.4 to 4.5 percent..

Shifts in Employment by Category

Total full-time employment in higher education decreased by 1.6 percent between 1991 and 1993—a marked contrast to the 5.8 overall increase and the 21.6 percent increase in full-time support professionals posted between 1987 and 1991.[5] Only the faculty category showed even a slight gain (1.9 percent). The number of full-time employees holding "nonprofessional" positions declined 4.7 percent. In this climate, the 0.4 percent drop in full-time support professionals suggests a relative advantage for the category—men increased by 0.3 percent, while women dropped more precipitously.

The independent, not-for-profit sector continued to experience slight gains in full-time employment—0.8 percent between the two years. Full-time support professionals in this sector increased by 2.8 percent; men showed a 5.1 percent increase. But the full-time positions in each "nonprofessional" EEO category decreased (3.2 percent in the four categories combined).

TABLE 2

AMERICAN HIGHER EDUCATION FULL-TIME STAFF, 1993-94, PERCENTAGES OF EACH RACE IN THE EEO CATEGORY

	Black	Asian	Hispanic	White
Executive	8.9	1.6	2.6	86.2
Faculty	4.8	4.7	2.3	87.6
Support Professional	9.6	4.5	3.2	82.1
Technical	16.6	4.2	4.8	73.7
Clerical	16.4	2.4	5.7	74.7
Skilled Crafts	11.0	1.1	5.4	81.4
Service	32.0	2.1	9.1	55.8
TOTAL	12.5	3.5	4.2	79.1

NOTES

(1) Data exclude Nonresident Aliens.

(2) American Indian and "Unknown" categories are not shown. Percentages are of the total staff in each EEO category.

SOURCE: National Center for Education Statistics, IPEDS Fall Staff Survey, 1993

Part-Time Employment

The 11.9 percent increase in part-time employment to 819,102 employees between 1991 and 1993 more than counterbalanced the decrease in full-time workers.[6] The 27.2 percent increase in part-time faculty members accounted for most of this change. Excluding faculty, part-time positions increased only 1.7 percent over the two years—a noteworthy increase, given the decrease in full-time positions. There were remarkable shifts among the EEO categories. Part-time secretarial/clerical positions more than doubled to 86,079; part-time technical positions decreased by almost exactly the same amount.

The relative importance of part-time employment varied with the EEO category (Table 3). Part-timers made up 40.4 percent of the total faculty, but only 26.6 percent of the nonfaculty workforce (19.9 percent, excluding student assistants). Only 4.1 percent and 4.9 percent of the executive and skilled-crafts positions, respectively, were part-time. Women were more likely than men to be hired part-time in all EEO categories except for the secretarial/clerical.

Over the two years, the percentage that part-time positions contributed to the total increased consistently: in faculty, from 35.2 percent; in the positions excluding faculty and student assistants, from 16.0 percent.

Has the number of full-time-equivalent (FTE) staff changed? NCES calculates FTE by summing two terms: the number of full-time staff and the product of the number of part-time employees and a multiplier that estimates the ratio between the contributions of part-timers and full-timers. Using the NCES multipliers published in 1992,[7] the number of FTE did not change between 1991 and 1993 (+0.01 percent).[8]

Did the use of part-time staff vary by type of control and institutional degree level in 1993? Public and independent institutions showed no consistent difference in their use of part-time staff (Table 4). Two-year institutions were more likely than four-year institutions to use more part-time assistance. But public two-year and four-year institutions showed similar part-time percentages for staff *excluding faculty, but including student assistants*. The use of student assistants in four-year institutions compensated for higher use of part-time staff in other employment categories in the two-year institutions.

Did the percentage of part-time staff vary by region? Variation in part-time academic employment might follow regional economic patterns if institutions shifted to part-timers to remedy financial constraints. But the data do not support any simple hypothesis (Table 5).[9] The Rocky Mountain states—one of the healthiest regions in 1993—reported the highest use of part-time nonfaculty positions. New England—then experiencing major economic problems—had an average part-time employee level.[10]

Did some difference in institutional composition create differences in part-time percentages? In the regions with the highest (Rocky Mountains) and lowest (Southeast) rates, the differences in part-time percentages primarily reflected differences within one sector—public four-year institutions, where the part-time rates for staff, excluding faculty and student assistants, were 23.8 percent and 9.5 percent, respectively. Percentages of part-time employees were consistently higher across all EEO categories in the public four-year sector in the Rocky Mountain states.

New Hires

Hiring many people into an institution may indicate growth in the number of positions, the filling of vacated positions, or both. Even if the new hires simply represent "musi-

TABLE 3

PART-TIME STAFF IN AMERICAN HIGHER EDUCATION, 1993-94 BY EEO CATEGORY AND GENDER NUMBER (IN THOUSANDS) AND PERCENTAGE OF TOTAL IN CATEGORY

	Number			Percentage of Total		
	Men	Women	Both	Men	Women	Both
Executive	3	3	6	3.2	5.2	4.1
Faculty	198	172	370	35.2	48.6	40.4
Student Assistants	120	82	203	100.0	100.0	100.0
Support Professional	24	46	70	14.4	17.7	16.4
Technical	14	27	41	19.3	24.4	22.4
Clerical	18	68	86	35.6	17.6	19.7
Skilled Crafts	2	1	3	3.6	23.4	4.9
Service	23	18	41	16.0	20.4	17.7
TOTAL	402	417	819	32.0	31.0	31.5

SOURCE: National Center for Education Statistics, IPEDS Fall Staff Survey, 1993

TABLE 4

PART-TIME EMPLOYEES BY SECTOR: AMERICAN HIGHER EDUCATION, 1993-94

	Percentage of Category that is Part-time		
	Faculty	Staff Other than Faculty	Staff Other than Faculty and Student Assistants
System Offices	42.4	13.6	12.7
Public 4-year	23.7	29.4	14.0
Independent 4-year	37.6	21.0	16.4
For-profit 4-year	65.3	39.1	25.1
Public 2-year	64.9	28.9	27.9
Independent 2-year	45.1	22.2	21.5
For-profit 2-year	49.9	19.1	16.7

NOTES

(1) Institutions offering less than two-year degrees (independent and for-profit) are omitted from the table. Few staff are in these sectors.

(2) The label "4-year" implies that the institution grants bachelor's and higher level degrees.

SOURCE: National Center for Education Statistics, IPEDS Fall Staff Survey, 1993.

TABLE 5

PART-TIME EMPLOYEES BY REGION: AMERICAN HIGHER EDUCATION, 1993-94

	Percentage of Category that is Part-Time		
	Faculty	Staff Other than Faculty	Staff Other than Faculty and Student Assistants
U.S. Service Schools	0.2	3.6	2.0
New England	38.8	26.8	18.8
Mid-Atlantic	43.9	25.0	17.3
Great Lakes	43.5	32.1	19.3
Plains	32.2	29.9	18.6
Southeast	34.7	20.8	11.8
Southwest	41.2	27.8	16.7
Rocky Mountains	35.3	35.6	22.2
Far West	45.8	27.4	16.9
Outside 50 States and D.C.	32.9	10.6	--

NOTE: This table differs from others by including institutions that are outside the 50 states and the District of Columbia, in Puerto Rico, for example.

SOURCE: National Center for Education Statistics, IPEDS Fall Staff Survey, 1993.

cal chairs," high percentages imply opportunities to enter and move within a field. Conversely, a low percentage of new hires indicates an unfavorable economic climate. We present NCES data on new hires during the months prior to the 1993 staff survey as percentages of 1993 full-time employment in the respective categories.[11]

The data indirectly suggest a connection between growth in the number of full-time employees—measured from fall 1991 to fall 1993—and the percentage of new hires (Table 6). The two variables are related, though one variable relates to behavior over two years; the other, three months. The women faculty category showed the highest two-year increase and the highest percentage of new hires. The correlation coefficient between employee growth and new hires, measured for the 14 pairs defined by EEO category and gender, is R = 0.62 (probability = .017). The result, though not surprising, is not trivial given the relationships between funding and new hires described below.

Was there a strong relationship between hiring into one EEO category and hiring into others? We constructed a variable that combined the number of new hires in all four "nonprofessional" categories and found a significant correlation between this variable and hiring into each of the three professional EEO categories. The smallest correlation found (R=.414) was between new hires in the "nonprofessional" and executive categories.[12] Thus, whatever caused high or low turnover in one EEO category similarly affected the other categories.

We found a consistent relationship between the number of new faculty hires and

TABLE 6

COMPARISON OF THE INCREASE IN FULL-TIME STAFF IN AMERICAN HIGHER EDUCATION, FALL 1993 OVER 1991, WITH 1993 NEW HIRES, BY EEO CATEGORY (NUMBER IN THOUSANDS)

	Number in 1993			% Increase in Staff [1]			% New Hires [2]		
	Men	Women	Both	Men	Women	Both	Men	Women	Both
Executive	80	58	138	-3.4	2.7	0.9	3.6	4.4	3.9
Faculty	363	182	546	-0.8	7.6	1.9	5.2	8.5	6.3
Support Professional	143	213	356	0.3	-0.9	-0.4	7.2	6.2	6.6
Technical	59	84	143	-3.3	-0.1	1.5	6.2	6.5	6.4
Clerical	33	319	352	3.1	5.9	5.1	6.2	4.6	4.8
Skilled Crafts	58	3	61	-3.6	7.8	3.8	2.3	5.0	2.5
Service	118	70	189	-4.9	-8.9	-6.4	5.0	4.2	4.7
TOTAL	854	929	1,784	-1.7	1.6	1.6	5.3	5.9	5.6

[1] *Percentage increase in full-time staff between Fall 1991 and Fall 1993. 1991 data were reconstructed to make institutional coverage consistent with 1993.*

[2] *Full-time positions filled prior to Fall 1993 were reported by institutions in IPEDS Fall Staff Surveys. They are shown here as a percentage of the 1993 full-time positions.*

SOURCES: National Center for Education Statistics, IPEDS 1991 and 1993, and Equal Employment Opportunity Commission, Higher Education Staff Information (EEO-6) Survey, 1991.

the number of new staff hires. Faculty hiring had priority over "nonprofessional" employee hiring in almost every state during FY 1993 (Figure 1).[13] Executive new hires followed the rule even more closely; only in Hawaii were executives hired at a substantially higher rate than faculty. The rate of faculty hiring exceeded the rate for support professionals in most states, though the relationship was less clear-cut.

Should the number of new hires in public institutions depend on the state's appropriation level? We expected so, if new hires reflected a change in the number of employees rather than replacement. We compared new hires into each EEO category as a percentage of full-time employees with the percentage increase in that state's higher education appropriation.[14] Within the public sector, across the 50 states, there was no significant correlation between the appropriations increases—FY 1991 to FY 1993 and FY 1992 to FY 1993—and any of the new-hire percentages.[15] We deleted two-year institutions from the correlation calculations to eliminate the possibility that local funding obscured a relationship. But the coefficients still showed low significance.

The early 1990s were a difficult time for public institutions. Higher education appropriations declined in 23 states between FY 1992 and FY 1993; appropriations had decreased in 23 states—many the same—between FY 1991 and FY 1992. Would a substantial decrease in FY 1992 education funding disrupt the hiring patterns in FY 1993 expected from that year's funding? Would pent-up demand, regardless of funding, require hiring in FY 1993 to counteract consequences of the inability to hire in the previous year? We eliminated from our calculations the nine states where FY 1992 appropriations dropped by more than 3 percent. Correlations increased between the number of new hires and FY 1993 appropriation increases in the remaining 41 states, although the relationship was not strong.[16]

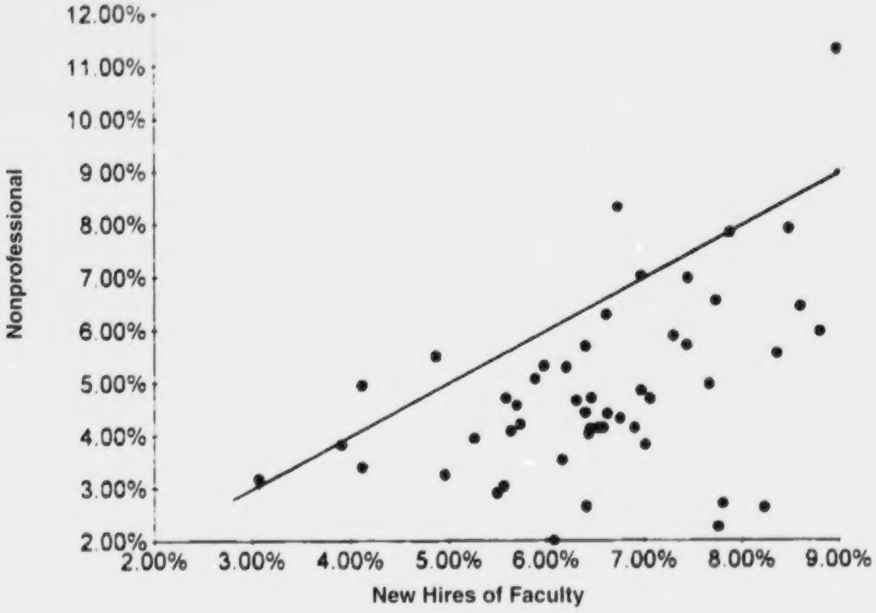
SALARIES

Annual Salaries of Administrators

The administrative compensation survey conducted by the College and University Personnel Association (CUPA) provides the most

FIGURE 1

NEW HIRES: NONPROFESSIONAL VS. FACULTY
FY93 BY STATE (INCLUDES DC)



SOURCE: National Center for Education Statistics, IPEDS Fall Staff Survey 1993

comprehensive and up-to-date data available on administrator salaries in American colleges and universities. For 1995-96, CUPA reported the salaries of 170 administrative positions in 1,384 institutions, by institutional category.[17]

CUPA provides salaries paid by institutional funds for 12-month positions that exist in the fall of the year. The reported salaries exclude benefits and external compensation, including earnings contributed by a foundation.

The median salary for all positions increased by 4.2 percent between 1994-95 and 1995-96; prior annual increases were 4.4 percent in 1994-95, 3.2 percent in 1993-94, and 3.3 percent in 1992-93. This year's increases varied little by institutional type: 4.1 percent for doctoral, baccalaureate, and two-year institutions and 3.5 percent for comprehensive institutions.[18]

Increases were uniform across positions within the academic organization. Positions in administrative offices stood out with an increase in the median salary of 4.9 percent. Increases ranged from 3.8 to 4.5 percent for the executive, academic, external affairs, and student services categories. The only noteworthy distinction was the difference between median salaries by type of control—5.9 percent at independent institutions; 3.9 percent at public institutions.[19]

The $201,240 median salary of the dean of medicine position was the highest in the survey, though it represented only a 0.9 percent increase over last year's figure.[20] The rank order of positions by their median salaries remained relatively constant.

The median salaries for senior officer positions increased significantly in 1995-96. The median salary for the chief executive officer (CEO), normally the president, was $114,298, up 6.6 percent. Median salaries for the chief officers of the traditional divisions (normally vice presidents) were: $86,504 in academic affairs, up 6.2 percent; $82,027 in business, up 6.3 percent; $75,000 in development, up 4.9 percent; and $70,382 in student affairs, up 4.0 percent. These salaries maintained the same rank order as in previous years, but some types of institutions valued business positions more highly than academic positions. The salary of the chief business officer had pulled ahead of the chief academic officer in general baccalaureate institutions in 1994-95. This reversal occurred for all independent and all two-year institutions in 1995-96.[21]

Tables 7, 8, and 9 compare median salaries of selected administrative positions in 1981-82, 1991-92, 1994-95, and 1995-96. Each table represents one sector—public, independent, or religious institutions, respectively—and includes three groups of positions.[22] The first group includes the senior officers, the CEO, and the four chief officers of their divisions, as above. The second group includes eight deans for whom the data were available over the given years and for whom—except for the dean of arts and sciences—faculty disciplines correspond. The positions in the final group—heads of units of support professionals—were selected for representation across the academic, business, external, and student areas. The average across the positions forms a summary index for senior officers, deans, and support professionals. The average salary of the deans or support professionals is derived from a sample; its absolute value, therefore, does not typify all positions in the category. But *changes* in each average are meaningful.

The data reveal similarities across institutional sectors. The rank order of the salaries was relatively independent of type of control. The salary of the engineering dean, for example, was consistently the highest among the deans. It uniformly exceeded the salaries of all senior officers in each respective sector, except for the CEO. The chief officers for personnel, plant, and admissions led the other support professionals in salary, though their respective levels varied with the sector. Salaries passed a benchmark in 1995-96—the CEO salary in each sector exceeded $100,000 because of the 10.1 percent increase in the median salary at religious institutions (Table 9).[23]

Comparisons Across Institutional Sectors

Annual salary increases were greatest for senior officers and support positions in the religious sector, thereby reducing the uniformly wide gap between salaries at these institutions and the other two sectors.

Differences between the public and independent sectors depended on the position. Among deans, public institutions have paid slightly higher average median salaries than independent institutions. Salary levels for support professionals were also higher in the public sector, except for the physical plant and the admissions officers. In contrast, among senior officers the median salaries paid at independent institutions exceeded the corresponding median salaries at public institutions, except for the chief of student affairs. The 1995-96 median salary for CEOs at independent institutions was 32 percent higher than CEO salaries at public institutions. This difference was less than last year's, since independent CEOs only received a 2.6 percent salary increase while the increase for CEOs in the public sector was 5.8 percent.

Until this year, independent sector salary increases were uniformly higher than increases in the public sector over each time interval, except for deans before 1991-92. But 1995-96 increases for senior officials—where salary differences have been particularly great—were the same in the two sectors. Moreover, public-sector deans received higher increases this year than the independent deans, increasing the spread between the sectors.

The Increasing Gap

During the 10 years ending in 1991-92, salary increases for the average of five senior positions exceeded increases for the average for support positions for each institutional type: public—78 vs. 63 percent; independent—90 vs. 71 percent, and religious—86 vs. 61 percent. The range of salaries therefore generally increased at all types of institutions, in dollar terms and as a percentage of salary.

Business and industry show the same growing disparity between the salaries of executives and other workers. The pay of business CEOs grew four times faster than the pay of the average worker in the last decade. Until 1994, no executive was paid more than seven

TABLE 7

MEDIAN SALARIES OF SELECTED ADMINISTRATIVE POSITIONS, PUBLIC INSTITUTIONS, 1981-82 THROUGH 1995-96 (DOLLARS IN THOUSANDS)

	Salary				Percent Increase		
	1981-82	1991-92	1994-95	1995-96	1981-82 to 1991-92	1991-92 to 1994-95	1994-95 to 1995-96
Senior							
CEO, Institution	52.0	93.5	103.0	109.0	79.8	10.2	5.8
Chief Academic	43.0	76.2	85.5	89.8	77.2	12.2	5.0
Chief Business	40.5	71.6	78.9	83.6	76.8	10.2	6.0
Chief Development	36.5	65.0	72.5	74.8	78.1	11.5	3.2
Chief Student Affairs	37.8	66.2	72.9	76.0	75.1	10.1	4.3
Average 5 Senior	42.0	74.5	82.6	86.6	77.6	10.8	4.9
Deans							
Arts and Sciences	42.2	72.4	79.5	82.8	71.6	9.8	4.2
Business	39.2	71.6	78.6	82.6	82.7	9.8	5.1
Education	44.0	74.4	82.4	85.4	69.1	10.8	3.6
Engineering	48.1	90.2	101.5	114.5	87.5	12.5	12.8
Fine Arts	40.7	70.8	76.5	77.2	74.0	8.1	0.9
Nursing	37.5	68.9	75.0	79.7	83.7	8.9	6.3
Sciences	37.3	65.7	74.4	75.8	76.1	13.2	1.9
Social Work	46.6	87.4	92.2	102.1	87.6	5.5	10.7
Average 8 Deans	41.9	75.6	82.9	88.2	80.3	9.8	6.3
Support							
Director, Ed. Media Service	27.2	43.3	47.9	47.6	59.2	10.6	-0.6
Chief/Personnel*	32.2	54.6	59.6	60.6	69.6	9.2	1.7
Chief/Physical Plant*	30.0	53.1	57.0	60.0	77.0	7.3	5.3
Bursar	23.9	40.1	45.2	45.8	67.8	12.7	1.3
Dir. Publications	25.6	39.3	44.1	44.5	53.5	12.2	0.9
Chief/Admissions*	31.1	47.8	51.2	53.9	53.7	7.1	5.3
Registrar	28.7	46.5	49.2	52.0	62.0	5.8	5.7
Dir. Foreign Students	24.8	38.2	40.2	42.5	54.0	5.2	5.7
Dir. Alumni Affairs	24.5	41.4	44.7	45.5	69.0	8.0	1.8
Average 9 Support	27.6	44.9	48.8	50.3	63.0	8.6	3.0

**Title was Director in 1981-82, Chief Officer, afterwards.*

NOTE: Data for 1991-92 and following years include only those institutions reporting their total budget.

SOURCES: CUPA, Administrative Compensation Surveys *of respective years.*

times the salary of the lowest-paid worker at socially responsible Ben & Jerry's. But the company gave up the policy in that year, fearing that it could attract a replacement for Ben Cohen only by raising the CEO pay level.[24]

By one count, the average compensation (salary and bonuses) for business CEOs rose by 18 percent to $1.65 million in 1995; corporate profits grew 15 percent and white-collar professionals averaged a 4.2 percent increase

TABLE 8

MEDIAN SALARIES OF SELECTED ADMINISTRATIVE POSITIONS, INDEPENDENT INSTITUTIONS, 1981-82 THROUGH 1995-96 (DOLLARS IN THOUSANDS)

	Salary				Percent Increase		
	1981-82	1991-92	1994-95	1995-96	1981-82 to 1991-92	1991-92 to 1994-95	1994-95 to 1995-96
Senior							
CEO, Institution	57.5	113.6	140.0	143.6	97.6	23.2	2.6
Chief Academic	42.5	77.9	90.0	95.0	83.3	15.5	5.6
Chief Business	40.0	76.1	89.4	97.6	90.3	17.5	9.2
Chief Development	37.1	71.6	82.8	88.1	93.0	15.6	6.4
Chief Student Affairs	33.4	59.8	71.5	72.6	79.0	19.6	1.5
Average 5 Senior	42.1	79.8	94.7	99.4	89.5	18.7	4.9
Deans							
Arts and Sciences	45.0	73.7	85.1	86.4	63.8	15.5	1.5
Business	47.5	80.6	89.6	92.4	69.7	11.2	3.1
Education	40.7	54.4	70.1	74.9	33.7	28.9	6.8
Engineering	52.0	93.0	109.0	112.4	78.8	17.2	3.1
Fine Arts	40.0	59.3	69.4	72.1	48.3	17.0	3.9
Nursing	35.0	65.0	72.1	69.5	85.7	10.9	-3.6
Sciences	29.2	56.9	65.5	69.7	94.9	15.1	6.4
Social Work	50.7	78.5	100.0	110.0	54.8	27.4	10.0
Average 8 Deans	42.5	70.2	82.6	85.9	65.1	17.7	4.0
Support							
Director, Ed. Media Service	21.0	32.6	36.1	38.3	55.2	10.7	6.1
Chief/Personnel*	26.4	48.0	54.1	55.9	81.8	12.7	3.3
Chief/Physical Plant*	27.8	49.4	59.2	61.0	77.7	19.8	3.0
Bursar	20.0	34.9	38.2	39.4	74.5	9.5	3.1
Dir. Publications	21.0	37.1	40.1	39.5	76.7	8.1	-1.5
Chief/Admissions*	27.5	50.5	55.6	59.0	83.6	10.1	6.1
Registrar	23.6	38.6	42.9	45.0	63.6	11.1	4.9
Dir. Foreign Students	21.4	32.6	36.2	37.6	52.3	11.0	3.9
Dir. Alumni Affairs	21.7	36.1	41.7	43.5	66.4	15.5	4.3
Average 9 Support	23.4	40.0	44.9	46.6	71.0	12.3	3.7

**Title was Director in 1981-82, Chief Officer, afterwards.*

NOTE: Data for 1991-92 and following years include only those institutions reporting their total budget.

SOURCES: CUPA, Administrative Compensation Surveys *of respective years.*

in the same year.[25] The *Los Angeles Times* analyzed the average pay received by CEOs for the years 1992 through 1994 at 618 large and mid-size firms. Direct compensation, including salary, bonuses, and stock options averaged $2.3 million per year. But, the analysis concluded, the large variation in CEO pay was irrational. About 31 percent of the variation came from difference in the company size; adding "company performance" to the regres-

TABLE 9

MEDIAN SALARIES OF SELECTED ADMINISTRATIVE POSITIONS, RELIGIOUS INSTITUTIONS, 1981-82 THROUGH 1995-96 (DOLLARS IN THOUSANDS)

	Salary				Percent Increase		
	1981-82	1991-92	1994-95	1995-96	1981-82 to 1991-92	1991-92 to 1994-95	1994-95 to 1995-96
Senior							
CEO, Institution	45.0	88.3	98.0	107.9	96.2	11.0	10.1
Chief Academic	33.0	60.0	68.0	75.0	81.8	13.3	10.3
Chief Business	31.4	58.2	66.5	69.9	85.4	14.3	5.1
Chief Development	31.2	55.3	62.5	67.0	77.2	13.0	7.2
Chief Student Affairs	26.1	48.1	54.1	59.3	84.3	12.5	9.6
Average 5 Senior	33.3	62.0	69.8	75.8	85.9	12.6	8.6
Deans							
Arts and Sciences	36.6	66.4	70.0	75.0	81.4	5.4	7.1
Business	36.2	63.2	72.6	71.9	74.6	14.9	-1.0
Education	30.6	45.0	50.7	55.5	47.1	12.7	9.5
Engineering	42.4	69.0	74.4	90.0	62.7	7.8	21.0
Fine Arts	29.2	36.2	48.4	51.0	24.0	33.7	5.4
Nursing	33.0	49.4	58.7	63.8	49.7	18.8	8.7
Sciences	28.1	40.3	47.7	50.9	43.4	18.4	6.7
Social Work	25.4	60.9	47.7	36.3	139.8	-21.7	-23.9
Average 8 Deans	32.7	53.8	58.8	61.8	64.6	9.2	5.1
Support							
Director, Ed. Media Service	17.7	27.8	32.1	34.3	57.1	15.5	6.9
Chief/Personnel*	22.5	38.0	41.7	45.0	68.9	9.7	7.9
Chief/Physical Plant*	21.8	39.9	45.0	47.4	83.0	12.8	5.3
Bursar	19.9	28.6	30.5	32.7	43.7	6.6	7.2
Dir. Publications	18.8	29.7	33.0	34.8	58.0	11.1	5.5
Chief/Admissions*	23.5	37.6	42.0	45.0	60.0	11.7	7.1
Registrar	19.8	33.2	36.4	38.0	67.7	9.6	4.4
Dir. Foreign Students	20.0	28.0	31.7	32.4	40.0	13.2	2.2
Dir. Alumni Affairs	18.0	30.5	34.8	35.7	69.4	14.1	2.6
Average 9 Support	20.2	32.6	36.4	38.4	61.2	11.6	5.5

**Title was Director in 1981-82, Chief Officer, afterwards.*

NOTE: Data for 1991-92 and following years include only those institutions reporting their total budget.

SOURCES: CUPA. Administrative Compensation Surveys of respective years.

sion equation increased its explanatory power only to 35 percent.[26] One possible explanation for high CEO salaries may apply to academe and business. The external board, responsible for setting the executive's pay, is often composed of other business CEOs who are accustomed to high pay levels.[27]

Tables 10, 11, and 12 present the salary increases between 1991-92 and 1994-95 and between 1994-95 and 1995-96 for each sector.

TABLE 10

MEDIAN SALARIES OF SELECTED SUPPORT POSITIONS, PUBLIC INSTITUTIONS, 1991-92 THROUGH 1995-96 (DOLLARS IN THOUSANDS)

	Salary			Percent Increase	
	1991-92	1994-95	1995-96	1991-92 to 1994-95	1994-95 to 1995-96
Average 9 Support Chief/Directors	44.9	48.8	50.3	8.6	3.0
Less Managerial					
Asst. to CEO (institution)	53.9	58.7	59.7	8.9	1.7
Associate Director Personnel	43.9	47.3	47.8	7.7	1.1
Data Base Administrator	45.7	48.1	46.8	5.3	-2.7
Mgr. Landscape/Grounds	32.9	35.3	37.1	7.3	5.1
Staff Accountant-High	31.1	34.4	34.9	10.6	1.5
Associate Bursar	33.0	37.3	36.9	13.0	-1.1
Associate Director Admissions	35.8	38.0	39.3	6.1	3.4
Academic Advisor	28.4	29.9	31.4	5.3	5.0
Assistant Registrar	30.2	32.1	33.4	6.3	4.0
Average 9 Less Managerial	37.2	40.1	40.8	7.8	1.7

NOTE: Data include only those institutions reporting their total budget.

SOURCES: CUPA, Administrative Compensation Surveys *of respective years.*

The list of support positions in colleges and universities includes "less managerial" positions, a practice begun in last year's *NEA Almanac*.[28] The averages for the positions selected in the public and religious sectors showed higher percentage increases among the higher salaried positions. In 1995-96, senior positions surpassed the "less managerial" slots by 3.2 percent in the public sector, and by 5.0 percent in the religious institutions (Tables 7 and 9). In contrast, the "less managerial" positions (Table 11) in the independent sector received on average higher percentage increases in 1995-96 than any other group (Table 8).

Public Community Colleges

CUPA reports on salaries in three undifferentiated sectors—public, independent, and religious. The large number of community colleges in the CUPA survey led us to ask how their presence affected our conclusions about the public sector.[29] Table 13 gives the median salaries of our standard set of positions and the percentage difference in median salary between the two- and four-year colleges for each position.[30] The percentage difference, both this year and last, tended to be lower for lower median salaries. Salaries in the "less managerial" support-professional group were nearly identical; the two-year group showed higher median salaries in two selected positions.

Salary structures differed for deans in two- and four-year institutions. The median salary range in two-year colleges was only $6,300 (tighter even than last year); four-year-institutions reported a $37,800 range. Also, in contrast with the four-year institutions, the chief academic officer had a higher median salary than all two-year college deans, including deans not listed in Table 13. Taken together, these results suggest closer adherence to a "scale" in the community colleges.

Does separating public institutions into two groups affect our comparisons between the public and independent sectors? Not for the CEO—the median salary for independent sector CEOs ($143,600, Table 8) exceeded the

TABLE 11

MEDIAN SALARIES OF SELECTED SUPPORT POSITIONS, INDEPENDENT INSTITUTIONS, 1991-92 THROUGH 1995-96 (DOLLARS IN THOUSANDS)

	Salary			Percent Increase	
	1991-92	1994-95	1995-96	1991-92 to 1994-95	1994-95 to 1995-96
Average 9 Support Chief/Directors	44.0	44.9	46.6	12.3	3.7
Less Managerial					
Asst. to CEO (institution)	42.7	45.1	50.0	5.6	10.9
Associate Director Personnel	36.7	41.5	41.6	13.1	0.2
Data Base Administrator	44.5	45.4	46.6	2.0	2.6
Mgr. Landscape/Grounds	32.9	36.6	36.5	11.2	-0.3
Staff Accountant-High	30.1	32.2	35.0	7.0	8.7
Associate Bursar	27.2	31.2	35.7	14.7	14.4
Associate Director Admissions	32.7	36.7	38.9	12.2	6.0
Academic Advisor	26.2	28.7	30.6	9.5	6.6
Assistant Registrar	25.0	27.0	27.0	8.0	0.0
Average 9 Less Managerial	33.1	36.0	38.0	8.9	5.4

NOTE: Data include only those institutions reporting their total budget.

SOURCES: CUPA, Administrative Compensation Surveys *of respective years.*

four-year public sector CEO median by 18 percent. But the rank order of salaries changed for the four chiefs of the major divisions. The independent-sector chiefs averaged $88,300; more than the $81,000 average for the entire public sector, but less than the $91,000 average in the *four-year* public institutions. Separating the other groups resulted in even greater disparities between four-year publics and the independent sector. So, except for the CEO, who reached an informal cap in the public sector, public four-year-institution salaries tended to surpass the respective salaries in the independent sector.

Four-year public institutions showed consistently higher annual salary increases than community colleges (Table 14). Moreover, within both public-sector groups, the higher salaried positions received higher percentage increases. "Less managerial" support professionals in two-year institutions—the category with the lowest average salary—showed a *decrease* in median salary between 1995 and 1996.

Gender Differences

Women generally earned lower median salaries than men in the same position. Table 15 compares salaries within institutions grouped by highest degree offered. If salaries were independent of gender, women's salaries would be higher than men's in about half the positions. Instead, in two-year institutions—the group most favorable to women—only 23 percent of the positions favored women. Comprehensive institutions were the least favorable; only 11 percent of the median salaries favored women. Women's salaries appeared least discrepant in the academic category.

TOTAL COMPENSATION

American School & University annually surveys administrative compensation for "schools" (primarily public school districts) and colleges.[31] These surveys combine public and independent institutions, but they separate community colleges from "four-year" colleges and universities. In addition to "professor," the

TABLE 12

MEDIAN SALARIES OF SELECTED SUPPORT POSITIONS, RELIGIOUS INSTITUTIONS, 1991-92 THROUGH 1995-96 (DOLLARS IN THOUSANDS)

	Salary			Percent Increase	
	1991-92	1994-95	1995-96	1991-92 to 1994-95	1994-95 to 1995-96
Average 9 Support Chief/Directors	32.6	36.4	38.4	11.6	5.5
Less Managerial					
Asst. to CEO (institution)	39.4	38.4	42.0	-2.5	9.4
Associate Director Personnel	31.0	36.0	36.3	16.1	0.8
Data Base Administrator	30.3	33.8	36.3	11.6	7.4
Mgr. Landscape/Grounds	26.9	29.3	29.0	8.9	-1.0
Staff Accountant-High	24.8	29.1	30.3	17.3	4.1
Associate Bursar	29.1	27.4	27.4	-5.8	0.0
Associate Director Admissions	27.8	30.0	30.9	7.9	3.0
Academic Advisor	25.8	29.3	29.6	13.6	1.0
Assistant Registrar	21.5	24.6	26.0	14.4	5.7
Average 9 Less Managerial	28.5	30.9	32.0	8.3	3.6

NOTE: Data include only those institutions reporting their total budget.

SOURCES: CUPA, Administrative Compensation Surveys *of respective years.*

AS&U survey covers seven postsecondary administrative positions: president; the chief academic, business, development, facilities, and purchasing officers; and the director of data processing. *AS&U* reported average salary increases of 3.2 and 3.6 percent for four- and two-year colleges, respectively, in 1995-96, down slightly from previous years. The journal sent the 1995 survey to 1,000 two- and four-year institutions, but the low rate of return (12 percent) makes CUPA's information about national administrative salaries more dependable.

The *AS&U* survey provides useful information on benefits, not included in the CUPA survey. The most frequent benefits reported for the eight positions were professional development opportunities and association or club membership. In addition, many officials received tuition for dependents, financial planning, supplemental health and life insurance, annual physical examinations, and deferred compensation. For each position, respondents listed the average pension or retirement benefit to be received as a percentage of the individual's final earnings. Two-year college presidents averaged 44.4 percent; colleagues at four-year institutions averaged 30.5 percent. The retirement-contribution percentage varied little by position within each sector. Almost half of the institutions offered post-retirement medical or health insurance plans—more likely partial than full coverage in the four-year sector; the reverse in the two-year sector.

Housing benefits were most prevalent for presidents and available to some chief academic officers, although at least one business officer and one development officer in each sector received that perquisite (Table 16). The percentage of presidents receiving housing benefits increased over the past three years; no trend was evident for chief academic officers.

SPECIAL CASES

Librarians

The annual survey of job placements of new Master of Library Service degree recipi-

TABLE 13

MEDIAN SALARIES OF SELECTED ADMINISTRATIVE POSITIONS COMPARISON OF PUBLIC COMMUNITY COLLEGES ("2-YEAR") AND OTHER PUBLIC INSTITUTIONS ("4-YEAR"), 1995-96 (DOLLARS IN THOUSANDS)

	2-Year	4-Year	% Difference
Senior			
CEO, Institution	95.5	121.5	27.2
Chief Academic	73.0	101.7	39.3
Chief Business	70.4	95.2	35.2
Chief Development	56.8	82.1	44.5
Chief Student Affairs	64.6	84.9	31.4
Average 5 Senior	72.1	97.1	34.7
Deans			
Arts and Sciences	60.1	88.7	47.6
Business	57.6	95.0	64.9
Education	61.1	86.3	41.2
Engineering	60.3	122.2	102.7
Fine Arts	58.0	85.6	47.6
Nursing	54.8	95.7	74.6
Sciences	59.7	84.4	41.4
Social Work	- -	103.5	- -
Average 7 Deans*	58.8	94.0	59.8
Support			
Director, Ed. Media Service	42.2	49.8	18.0
Chief/Personnel	55.6	63.3	13.8
Chief/Physical Plant	50.6	67.0	32.4
Bursar	37.8	46.9	24.1
Dir. Publications	40.0	45.4	13.5
Chief/Admissions	46.8	55.9	19.4
Registrar	44.6	55.0	23.3
Dir. Foreign Students	38.3	42.8	11.7
Dir. Alumni Affairs	34.6	46.1	33.2
Average 9 Support Directors	43.4	52.5	20.9
Less managerial			
Asst. to CEO (institution)	43.2	65.0	50.5
Associate Director Personnel	45.1	48.4	7.3
Data Base Administrator	46.4	47.4	2.2
Mgr. Landscape/Grounds	30.7	38.0	23.8
Staff Accountant-High	34.3	34.9	1.7
Associate Bursar	33.0	37.5	13.6
Associate Director Admissions	34.0	40.1	17.9
Academic Advisor	34.2	30.5	-10.8
Assistant Registrar	33.8	33.3	-1.5
Average 9 Less Managerial	37.2	41.7	12.1

TABLE 13 (CONTINUED)

Averages exclude Dean, Social Work. Since the 2-year institutions had only two such deans, CUPA did not report the data.

NOTES:

(1) Each sector includes system offices in addition to individual institutions for that group.

(2) Data include only those institutions reporting their total budget.

SOURCE: Special reports from the CUPA Administrative Compensation Survey, 1995-96.

ents, conducted by the American Library Association, sensitively measures changes in the labor market. This year's survey of the 1995 status of 1994 graduates documents the continued increase in nontraditional jobs, reflecting increased reliance on electronic information.[32] At least one new graduate will have the title "Cybarian." The survey noted a slight decrease in the percentage of graduates in temporary or nonprofessional positions from an unusually high 19.8 percent in the 1994 survey to 16 percent in 1995.

The average starting salary for permanent, full-time positions in 1995 was $28,086, up 3.8 percent from 1994. The increase exceeded the inflation rate for just the second time in the last six years. The average salary for women rose 3.8 percent to $28,065; men's salaries gained 2.3 percent to average $28,182. The average starting salary in college and university libraries was $27,441, less than the overall average but greater than the $25,567 average for public libraries.

At the other end of the career spectrum, an Association of Research Libraries (ARL) report expressed concern over the impending retire-

TABLE 14

INCREASE FROM 1994-95 TO 1995-96 IN MEDIAN SALARIES OF SELECTED ADMINISTRATIVE POSITIONS COMPARISON OF PUBLIC COMMUNITY COLLEGES ("2-YEAR") AND OTHER PUBLIC INSTITUTIONS ("4-YEAR") (DOLLARS IN THOUSANDS)

	2-Year			4-Year		
Level of Positions	94-95	95-96	% Increase	94-95	95-96	% Increase
Average 5 Senior	69.4	72.1	3.9	93.2	97.1	4.2
Average 7 Deans	57.7	58.8	2.0	90.0	94.0	4.4
Average 9 Support Directors	42.8	43.4	1.5	50.9	52.5	3.1
Average 9 Support-Less Managerial	37.4	37.2	-0.6	40.8	41.7	2.3

NOTE: See notes to Table 13. This table summarizes Table 13 for comparison with data of 1994-95.

SOURCE: Special reports from CUPA Administrative Compensation Surveys, 1994-95 and 1995-96.

TABLE 15

NUMBER OF POSITIONS WITH MEDIAN SALARY GREATER FOR WOMEN THAN FOR MEN, BY POSITION CATEGORY AND INSTITUTIONAL TYPE, 1995-96

	Doctoral Institutions		Comprehensive Institutions		Baccalaureate Institutions		Two-year Institutions	
	N[1]	Women's Salary Greater than Men's[2]	N[1]	Women's Salary Greater than Men's[2]	N[1]	Women's Salary Greater than Men's[2]	N[1]	Women's Salary Greater than Men's[2]
Executive	3	0	3	0	3	0	4	0
Academic	40	9	37	7	28	6	34	10
Administrative	49	6	46	5	36	8	39	9
External Affairs	17	4	17	1	17	0	13	2
Student Services	36	4	37	2	36	6	27	6
TOTAL	145	23	140	15	120	20	117	27

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[1] N is the number of cases that could be compared in each group. CUPA reported a median only if more than three salaries were known.

[2] The number of positions in the given category with women's median salary greater than men's.

SOURCE: CUPA, Administrative Compensation Survey, 1995-96.

ment of many librarians.[33] The population of librarians, notes the report, grew older between 1990 and 1994, although the average age had not changed between 1970 and 1990. This change, in part, reflected a demographic shift among M.L.S. students—in 1994, 50 percent of the student population was 35 or older.

TABLE 16

PRESIDENTS AND CHIEF ACADEMIC OFFICERS RECEIVING SELECTED BENEFITS AS A PERCENTAGE OF THOSE REPORTING

	Two-Year Colleges			Four-Year Colleges		
	Number Reporting	Car (%)	Housing (%)	Number Reporting	Car (%)	Housing (%)
Presidents						
1992-93	52	44	17	108	77	66
1993-94	44	61	25	82	79	72
1995-96	130	73	32	115	76	76
Chief Academic Officers						
1992-93	52	6	0	105	10	4
1993-94	43	12	0	81	17	4
1995-96	130	5	2	115	11	4

SOURCE: American School & University, 1993, 1994, and 1996

Institutional Advancement

In 1995, the Council for Advancement and Support of Education (CASE) surveyed the characteristics of its members, mostly directors in development, alumni affairs, and other advancement positions.[34]

The profile of the surveyed population changed only slightly since CASE's last survey in 1990. The average advancement salary in 1995 was $53,262; and increases have continued to exceed inflation. The 1995 mean salary in independent institutions was slightly higher than that in publics—$53,411 versus $53,080, reversing the 1990 result. Salaries in the top bracket (above $90,000) surged from 1.9 percent in 1990 to 9.2 percent in 1995. The percentage of women in advancement, after growing in the 1980s, has levelled off and declined slightly from 54.7 percent to 53.6 percent between 1990 and 1995. The salary gap between men and women, the survey found, remained constant at $13,000 between these two surveys.

The number of minority professionals increased from 4.5 percent to 5.6 percent between 1990 and 1995. The number of Black respondents decreased from 3.3 percent to 2.5 percent, but the numbers of Hispanics and American Indians increased, respectively, from 0.3 percent to 1.1 percent and from 0.2 percent to 1.5 percent. An additional academic degree, a CASE regression analysis found, was worth $3,405 in annual salary. But only 8.1 percent of the respondents held a doctorate, and just one of eight was pursuing an advanced degree

EVALUATION OF ADMINISTRATIVE PERFORMANCE

A long-standing reason for performance evaluation has been the need for accountability internal and external to the institution. Increasing demand for formal administrator evaluation in the 1980s arose from recognition of the need to balance faculty evaluation with administrator evaluation, the need to protect personnel decisions from legal challenge, and acceptance of management principles that valued evaluation and feedback. Performance appraisal and professional development, argued Peter Seldin, were parts of a single process—appraisals reinforced positive behavior and identified areas of needed improvement.[35]

The concerns of some opponents of formal administrative evaluation are technical—they claim that no existing appraisal techniques are satisfactory. Evaluation, others argue, inevitably disintegrates into a political process. The diversity of programs and roles, say still others, invalidates uniform systems.[36] Last, different campus groups may emphasize different evaluation criteria if they disagree on the relative importance of the components of a job. Some studies, for example, attributed differences in the evaluation of education deans by central administrators and faculty members to their divergent rankings of evaluation criteria. Research-oriented faculty placed greatest weight on communication skills; they wanted a spokesperson for the unit who could obtain additional resources without intruding on faculty roles. Central administrators, in contrast, measured a dean's success in terms of attracting and retaining good faculty, representing the best interests of the institution, and achieving affirmative action goals.[37]

Administrators, of course, are always evaluated; the results are used in personnel decisions, such as pay increases, promotions, and terminations. The issue is not whether to evaluate; it is the degree of structure and formality in the evaluation. To the extent that the system is formal, the process and criteria are subject to criticism. Key requirements of formal evaluations are:

- relevance: linking the institutional welfare to performance standards, and linking critical elements of the position to the evaluation.
- sensitivity: distinguishing good performance from poor.
- reliability: consistency in judgment by the evaluators.
- freedom from contamination: minimizing the effect of external variables over which the administrator has no control, such as financial support.
- practicality in implementing the system.
- acceptability by parties to the process.[38]

Successful evaluation systems are hard to achieve. Some requirements may be mutually contradictory. Sensitivity, for example, may require a process too long to be practical. Some systems assume capabilities rarely found in evaluators—the ability to coach and motivate, not judge, for example. Performing leadership and evaluative activities simultaneously may complicate the supervisor's task since leadership may affect performance, as well as its appraisal. Research on leadership shows significant relationships between three variables: the length of the supervisor-subordinate relationship, the amount of "leadership attention" received by the subordinate, and the supervisor's performance rating.[39] For all the difficulties, however, some aspects of formal evaluation are common sense—that staff should know the criteria used in the evaluation, for example—even if they are not followed in informal settings.

Some guidelines issued by governing boards and some collective bargaining agreements help to resolve ambiguity by specifying an evaluation process. The Florida Board of Regents specifies the promotion process for librarians at Florida International University (FIU). The FIU process lists responsibilities of the staff member, colleagues, supervisor, library director, promotion committee, provost, and president. Promotion recommendations require detailed documentation of the candidate's job performance, dependability, initiative, and professional attitude. Four letters of evaluation from professional colleagues must accompany the recommendation.[40]

How prevalent is systematic administrative evaluation? In a 1986 survey, 66 percent of 371 chief liberal arts academic officers reported formal evaluation of their administrative performance.[41] In a 1991-92 survey of small, independent colleges in the Middle States region, 68 percent of the 82 responding institutions reported regular evaluations of their administrators. But only 38 percent of the 82 reported the existence of germane written materials, and only 12 of the 19 colleges that provided documents specified the evaluation criteria. Five of the 12 evaluated abilities and results; four used only results.[42]

Adopting appropriate performance criteria communicates their importance to the institution. If college officials want personnel to learn how to cope with stress, for example, they may ask how well the administrator manages time.[43]

Administrative evaluation appears to be more institutionalized in the public schools than in higher education. But the K-12 level devotes far more attention to evaluating teachers than administrators. A 1993 survey found that 79 percent of state education agencies legally mandated the evaluation of school personnel.[44] The greater the state funding, the higher the probability of a state mandate. More than half the responding states offered guidelines on teacher evaluation, but 36 percent or fewer, depending on the employment category, provided guidelines for evaluating professional support personnel.

British universities began to employ systematic staff appraisal as a condition of a 1987 salary settlement. Appraisals pertained to academic and "service" departments, for example, institutional accounting. A 1993 national phone survey and intensive case studies at three universities determined the effects of the mandate.[45] Staff, the study found, were initially skeptical about the appraisals, but they generally received the process well, and some found it beneficial. Staff members felt that annual interviews were too frequent, but they also expressed concern over the lack of follow up on the appraisals. Self appraisal and staff evaluation of department heads, the study found, were effective tools. But, the study concluded, staff appraisal had little demonstrable impact on the universities.

A 1990-91 pilot study assessed the University of Minnesota's two-part approach to administrator evaluation.[46] First, the staff member developed and the supervisor approved a goals statement. A year-end report on accomplishment of those goals followed. Second, colleagues rated and gave comments on the staff member's job performance. The staff member identified the leadership behaviors to be evaluated from a standard list and named the raters. After the pilot, 87 percent of the 31 responding participants said that the colleague review process added fairness to a process based only on self- and supervisor-ratings. As supervisors, 81 percent preferred adding the ratings of colleagues and the self-evaluation to their own observations. Overall, 71 percent recommended the process.

SUMMARY

Almost two-thirds of the employees of American higher education held nonfaculty jobs, according to the most recent data. Women outnumbered men in support-professional and technical positions, while continuing to dominate the secretarial category.

The support-professional category expanded far more rapidly than any other category prior to 1991, but the differential expansion ceased between 1991 and 1993.

Part-time employment has become more important in recent years, particularly for faculty, but also for nonfaculty. The rate of part-time employment at two-year institutions is higher than at senior institutions.

The number of new hires and increases in staffing were strongly related, but the correlation between the number of new hires and increases in state appropriations was surprisingly weak, even in senior public institutions.

Administrator one-year salary increases in 1995-96, averaging 4.2 percent, were relatively uniform across institutional and organizational categories. The ordering of median salaries by position tended to stay constant over the years, but for an increasing number of institutional groups the chief business officer had a higher median salary than the chief academic officer.

The median 1995-96 salary of the CEO in each sector surpassed $100,000. The range of administrator salaries increased consistently; higher salaried positions received higher percentage increases than lower level positions. Salaries were greater in public four-year institutions than in the independent sector, except for the CEO.

More librarians entering the job market in 1994 accepted nontraditional positions. The increase in starting salaries exceeded the inflation adjustment for the previous year.

The salaries for professionals in advancement positions increased faster than inflation in recent years. Men earned an average of $13,000 more than women in both 1990 and in 1995.

Slightly more institutions are adopting formal structures for the evaluation of administrative performance. But opposition to formal evaluation continues, and there is little evidence that a formal process improves the institution.

NOTES

[1] Definitions are paraphrased from the IPEDS form for the 1993 Fall Staff Survey.

[2] Through 1991, the EEOC administered the fall survey of staff, with its EEO-6 report. NCES took responsibility for surveying staff of postsecondary

institutions in 1993 as part of its IPEDS work. NCES has endeavored to maintain consistency in the series, but some shifts in institutional coverage and interpretation may be unavoidable.

[3] Montgomery and Lewis, 1994.

[4] In the administration by EEOC in 1991, NRAs were included in the totals but were then reported separately with a different definition and aggregation. In 1993, as administered by NCES, NRAs had their own category. The change had no consequence in the results to the extent that racial composition of the NRA is the same as that of others in each category and/or that the contribution of NRA is relatively small. The above table excludes NRAs.

[5] Montgomery and Lewis, 1996.

[6] The instructions on the IPEDS survey were to define part-time status in terms of the person, not the position. If the person worked full-time (as defined by the institution) but split time between jobs in two categories, the person should be counted as full-time in the category with the primary assignment.

[7] U.S. Department of Education, 1992, 354. The multipliers were 0.333 for faculty, 0.462 for executive and support professionals, and 0.409 for the "nonprofessionals." We assume that each part-time student assistant contributed 0.333 to the number of FTE positions.

[8] Omitting student assistants from the comparison leads to a slight decline (0.07 percent) in FTE positions between 1991 and 1993.

[9] This table expands coverage beyond "America" to include the outlying areas such as Puerto Rico. The "U.S. Service Schools" count separately the military academies such as West Point.

[10] Economic conditions are from Zumeta, 1995.

[11] The new hires counted employees who were included in the payroll for the first time between July 1 and September 30, 1993, that is, those primarily associated with FY 1993.

[12] The correlation between executive and "nonprofessional" new hires was significant at the 0.01 level. The other new-hire correlations with "nonprofessional" were significant at the 0.001 level. The coefficients were 0.453 for faculty and 0.581 for support professionals.

[13] "Nonprofessional" employees were hired at a substantially higher rate than faculty in only two states: Virginia, "nonprofessional" employees—11.4 percent, faculty—9.0 percent, and Idaho, 8.3 percent vs. 6.7 percent.

[14] *Chronicle of Higher Education*, 1992 and 1993.

[15] Further, no curvilinear relation between funding and new hires was apparent.

[16] The correlation coefficients between the annual percentage increase in state appropriations and the rate of new hires in public senior institutions were, for faculty, $R = 0.340$ ($p = .029$) and, for "nonprofessional" employees, $R = 0.292$ ($p = .064$).

[17] CUPA, 1996a. CUPA fine-tunes the selection and definition of positions each year, but consistency in most titles allows for trend analysis. This year's 42 percent response rate represents a slight decrease from recent years.

[18] *Ibid.*, 1996a.

[19] *Ibid.*

[20] Beginning in 1991-92, CUPA's aggregations across all categories of institution require institutions to have reported enrollment for one aggregation or budget for another. The all-institution data presented here use the institutions reporting a budget level.

[21] *Ibid.*

[22] CUPA changed the label of private-independent institutions to private-nonreligious in 1992-93; this chapter uses the designation "independent."

[23] The chief physical plant officer is on top in the independent and religious institutions and close to it in the public sector.

[24] Salas, 1994.

[25] Byrne, 1996.

[26] Crystal, 1995.

[27] Salas, *op cit.*

[28] Montgomery and Lewis, 1996.

[29] CUPA, 1996b.

[30] Results for each group include system offices and individual institutions. The CUPA data mix institutions and systems within each sector, including the public sector, as presented earlier. As counted by the number of CEOs, there were 252 institutions and 50 systems in the community college group, 356 institutions and 55 systems in the four-year group.

[31] Agron, 1993; Agron, 1994; and Agron, 1996. The magazine omitted a survey for 1994-95.

[32] Zipkowitz, 1995.

[33] Wilder, 1995. The report was based on two unpublished data sets from ARL salary surveys.

[34] Williams, 1996. The 1995 survey was the fourth in 13 years. CASE received responses from 969 members, a 64.6 percent return rate.

[35] Seldin, 1988.

[36] *Ibid.*

[37] Matczynski *et al.*, 1989.

[38] *Ibid.*

[39] Markham *et al.*, 1991.

[40] Menendez, 1990.

[41] Lynch *et al.*, 1986.

[42] Thorpe, 1995.

[43] See for example Gmelch and Chan, 1995.

[44] Stronge and Tucker, 1995.

[45] Haslam *et al.*, 1993.

[46] Bland *et al.*, 1994.

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1995-96 FACULTY SALARY REPORT

The 1995-96 institutional faculty salary report provides salary and compensation information for the 3,247 institutions in NEA's faculty salary universe. The data are organized by state, institutional type, and control. The data are provided by the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System's Preliminary Salary Survey for 1995-96.

The data reported for each institution are for faculty on 9/10 month contracts. Only the percentage of faculty on 11/12 month contracts at each institution is listed. A summary of the data for faculty on 11/12 month contracts appears on page 152. Changes in average faculty salaries are reported only for institutions responding to the NCES Salary Surveys in both 1994-95 and 1995-96. All dollar amounts are reported in thousands of dollars.

Definitions for the institutional report column headings are as follows:

PROF ($):	Average salary for professors on 9/10 month contracts, in thousands of dollars.
ASSC ($):	Average salary for associate professors on 9/10 month contracts, in thousands of dollars.
ASST ($):	Average salary for assistant professors on 9/10 month contracts, in thousands of dollars.
INST/LECT ($):	Average salary for instructors and/or lecturers on 9/10 month contracts, in thousands of dollars.
NO RANK ($):	Average salary for faculty on 9/10 month contracts with no rank, in thousands of dollars.
AVG ($):	Average salary for faculty on 9/10 month contracts, in thousands of dollars.
% CHG (%):	Percent change in average faculty salary from 1994-95 to 1995-96.

# OF FAC (#):	Number of full-time faculty on 9/10 month contracts.
% FEM (%):	Percent of faculty on 9/10 month contracts that are female.
% TNRD (%):	Percent of faculty on 9/10 month contracts that are tenured.
% 11/12 (%):	Percent of all faculty in the institution that are on 11/12 month contracts.
AVG BENE ($):	Average benefits for faculty on 9/10 month contracts, in thousands of dollars.

The following notes are used throughout the report:

(1) Based on data as reported by the institution.

(2) Data reported with another institution. (Not applicable for this year.)

(3) Nonresponding institution, data are not imputed.

(4) Nonresponding institution, data are imputed based on previous year.

+ Data suppressed for confidentiality purposes.

* Due to suppression of data in one or more ranks for confidentiality purposes, the institution's average salary has been computed from the averages shown in the ranks of this report.

AVERAGE SALARY, BENEFITS, NUMBER OF FACULTY AND PERCENT OF FACULTY TENURED, FACULTY ON 11/12 MONTH CONTRACTS BY INSTITUTIONAL TYPE AND CONTROL 1995-96

	Control		
Offering Level	Public	Independent	Average of All Faculty
AA			
Average salary	$42,222	$33,616	$41,691
Number of faculty	13,047	938	13,985
Average benefits	$10,245	$7,140	$10,078
Percent tenured	74.1%	63.0%	73.9%
BA			
Average salary	$47,158	$39,902	$40,838
Number of faculty	879	2,096	2,975
Average benefits	$5,991	$8,576	$7,706
Percent tenured	60.9%	55.4%	56.9%
BA+			
Average salary	$57,978	$41,943	$48,600
Number of faculty	3,413	4,698	8,111
Average benefits	$12,837	$9,782	$11,166
Percent tenured	65.5%	54.5%	61.5
Doctoral			
Average salary	$68,089	$64,924	$67,252
Number of faculty	27,540	10,146	37,686
Average benefits	$15,113	$14,163	$14,859
Percent tenured	66.3%	59.8%	64.5%

SOURCE: NCES IPEDS Preliminary Faculty Salary Data 1995-96

	Prof ($)	Assc ($)	Asst ($)	Inst/ Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
ALABAMA												
Public Institutions												
AA												
ALABAMA AVIATION & TECH C (1)	--	--	--	--	38.2	38.2	-0.3	18	17	94	0	9.2
ALABAMA SOUTHERN CC (1)	--	--	--	--	35.8	35.8	3.0	38	45	74	3	8.8
ATMORE STATE TECH C (1)	--	--	--	--	--	--	--	--	--	--	--	--
BESSEMER STATE TECH C (1)	--	--	--	--	37.0	37.0	1.5	42	48	67	16	8.8
BEVILL STATE CC-BREWER CAMPUS (1)	--	--	--	--	36.9	36.9	5.1	12	33	75	29	8.8
BEVILL STATE CC-WALKER CAMPUS (1)	--	--	--	--	38.8	38.8	2.7	46	43	78	8	9.1
BISHOP STATE CC (1)	--	--	--	--	33.7	33.7	5.8	132	52	76	5	8.2
C A FREDD STATE TECH C (4)	--	--	--	--	40.9	40.7		13	54	--	0	--
CENTRAL ALABAMA CC (1)	--	--	--	--	37.0	37.0	-0.5	52	46	79	5	8.9
CHATTAHOOCHEE VALLEY CC (1)	--	--	--	--	36.2	36.2	1.9	39	51	79	0	8.6
CHAUNCEY SPARKS STATE TECH C (1)	--	--	--	--	--	--	--	0	--	--	100	--
CC OF THE AIR FORCE (4)	--	--	--	--	--	--	--	--	--	--	--	--
DOUGLAS MACARTHUR STATE TECH C (1)	--	--	--	--	--	--	--	0	--	--	100	--
ENTERPRISE STATE JR C (1)	--	--	--	--	39.6	39.6	0.4	40	48	95	0	9.2
GADSDEN STATE CC (1)	--	--	--	--	36.3	36.3	26	130	49	86	0	8.6
GEORGE C WALLACE STATE CC-HANCEVILLE (1)	--	--	--	--	35.0	35.0	2.4	119	57	65	0	8.5
GEORGE C WALLACE STATE CC-DOTHAN (1)	--	--	--	--	38.4	38.4	1.0	81	53	98	24	9.0
GEORGE C WALLACE STATE CC-SELMA (1)	--	--	--	--	36.7	36.7	10.7	56	48	80	0	7.3
HARRY M AYERS STATE TECH C (1)	--	--	--	--	33.1	33.1	--	9	67	11	69	8.1
J F DRAKE STATE TECH C (1)	--	--	--	--	--	--	--	0	--	--	100	--
JAMES H FAULKNER STATE CC (1)	--	--	--	--	34.5	34.5	4.2	41	51	66	21	8.5
JEFFERSON DAVIS CC-BREWTON CAMPUS (1)	--	--	--	--	35.7	35.7	1.7	34	38	82	19	8.6
JEFFERSON STATE CC (1)	--	--	--	--	39.1	39.1	1.4	111	52	97	0	9.2
JOHN C CALHOUN STATE CC (1)	--	--	--	--	37.7	37.7	0.4	133	52	94	0	7.4
JOHN M PATTERSON STATE TECH C (1)	--	--	--	--	--	--	--	0	--	--	100	--
LAWSON STATE CC (1)	--	--	--	--	38.4	38.4	0.9	57	53	91	0	9.2
LURLEEN B WALLACE STATE JR C (1)	--	--	--	--	37.9	37.9	1.2	22	36	95	0	8.9
NORTHEAST ALABAMA STATE CC (1)	--	--	--	--	37.2	37.2	3.3	28	54	82	15	8.8
NORTHWEST SHOALS CC-PHIL CAMPBELL (1)	--	--	--	--	36.4	36.4	2.3	30	43	97	0	10.2
NORTHWEST SHOALS CC-SHOALS CAMPUS (1)	--	--	--	--	38.1	38.1	-0.2	43	37	88	7	10.4
REID STATE TECH C (1)	--	--	--	--	--	--	--	0	--	--	100	--
SHELTON STATE CC (1)	--	--	--	--	34.2	34.2	1.4	90	61	74	13	8.2
SNEAD STATE CC (1)	--	--	--	--	37.4	37.4	1.3	18	67	83	36	--
SOUTHERN UNION STATE CC (1)	--	--	--	--	35.4	35.4	0.8	78	60	73	1	8.5
TRENHOLM STATE TECH C (1)	--	--	--	--	32.0	32.0	19.8	54	57	85	0	7.9
UAB WALKER C (1)	--	--	--	--	32.9	32.9	2.3	20	30	85	20	10.7
BA												
ATHENS STATE C (1)	49.5	43.8	37.4		--	42.7	0.7	59	41	81	11	9.8
BA+												
ALABAMA STATE U (1)	46.4	38.7	34.7	27.8		35.5	1.0	222	47	40	0	8.2
AUBURN U AT MONTGOMERY (1)	52.5	41.3	35.1	28.0	--	40.5	0.2	169	37	67	14	9.2
JACKSONVILLE STATE U (1)	49.0	40.4	35.8	31.4		37.2	-1.4	180	48	38	33	10.5
TROY STATE U AT DOTHAN (1)	46.7	42.5	36.7	--		*40.9		51	37	39	9	7.2
TROY STATE U IN MONTGOMERY (1)	--	--	*	--	--	*	--	1	0	0	97	7.1
TROY STATE U IN PHENIX CITY (1)	--	--	--	--	--	--	--	--	--	--	--	--
TROY STATE U-MAIN CAMPUS (1)	46.9	42.4	35.1	26.4	--	37.4	1.9	140	50	55	35	7.3

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	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
U OF MONTEVALLO (1)	46.7	39.9	31.5	26.6	--	39.0	--	127	41	63	0	9.5
U OF NORTH ALABAMA (1)	51.2	44.0	37.8	32.9	--	42.6	1.4	175	38	62	11	8.8
U OF SOUTH ALABAMA-BALDWIN (1)	--	--	--	--	--	--	--	--	--	--	--	--
U OF WEST ALABAMA (1)	40.5	34.6	28.1	--	--	*31.8	--	26	54	54	71	8.0
DOCTORAL												
ALABAMA A&M U (1)	46.1	38.6	32.9	25.5	--	35.7	-2.0	266	35	47	11	7.1
AUBURN U MAIN CAMPUS (1)	60.5	45.5	38.3	27.9	--	46.4	-0.3	710	25	78	37	10.6
THE U OF ALABAMA (1)	63.8	47.0	40.2	27.7	--	*49.2	--	747	28	64	3	13.6
U OF ALABAMA AT BIRMINGHAM (1)	60.8	45.4	37.1	29.9	--	*45.4	--	321	29	60	55	13.4
U OF ALABAMA IN HUNTSVILLE (1)	60.9	44.4	40.2	26.3	--	*44.8	--	240	30	48	15	10.8
U OF SOUTH ALABAMA (1)	57.2	45.6	40.4	31.4	--	*45.4	--	322	26	57	28	10.7
Independent Institutions												
AA												
FAULKNER U-BIRMINGHAM (1)	--	--	--	--	--	--	--	--	--	--	--	--
FAULKNER U-FLORENCE (1)	--	--	--	--	--	--	--	--	--	--	--	--
FAULKNER U-HUNTSVILLE (1)	--	--	--	--	--	--	--	--	--	--	--	--
FAULKNER U-MOBILE (1)	--	--	--	--	--	--	--	--	--	--	--	--
MARION MILITARY INST (1)	--	--	--	--	24.8	24.8	12.4	15	33	40	6	3.4
BA												
CONCORDIA C (1)	--	--	--	--	--	--	--	0	--	--	100	--
FAULKNER U (1)	+	+	28.6	--	--	*28.6	2.0	20	50	25	20	6.0
HUNTINGDON C (1)	38.2	33.8	31.2	--	--	*33.8	--	40	33	68	2	8.0
INT'L BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
JUDSON C (1)	40.2	33.3	30.0	--	--	*32.9	5.2	26	54	42	0	5.8
MILES C (1)	+	23.1	23.1	21.0	--	*22.5	--	34	47	6	17	2.6
OAKWOOD C (1)	33.3	31.9	30.1	28.0	--	*31.0	--	62	52	35	18	9.2
SELMA U (4)	--	--	--	--	12.9	14.5	--	16	19	--	38	--
SOUTHEASTERN BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
STILLMAN C (1)	32.6	31.1	26.5	--	--	*29.1	2.9	52	46	48	5	7.5
TALLADEGA C (1)	33.6	29.7	26.0	25.7	--	*30.2	--	47	30	49	2	10.5
BA+												
BIRMINGHAM SOUTHERN C (1)	52.2	41.0	35.0	--	--	*44.0	--	91	34	68	0	12.6
SPRING HILL C (1)	45.7	37.2	30.6	--	--	*38.8	--	61	31	72	0	8.2
TUSKEGEE U (1)	38.1	36.7	32.2	24.3	14.0	*32.9	-1.4	274	33	39	0	6.0
U OF MOBILE (1)	36.9	33.0	27.9	23.4	--	*30.2	--	82	57	24	6	7.3
DOCTORAL												
SAMFORD U (1)	60.8	48.9	35.0	26.4	--	47.4	--	176	39	49	24	11.9
SOUTHERN CHRISTIAN U (1)	--	33.0	--	--	--	33.0	3.1	4	0	0	50	4.5
U.S. SPORTS ACAD (1)	--	--	--	--	--	--	--	0	--	--	100	--
ALASKA												
Public Institutions												
AA												
PRINCE WILLIAM SOUND CC (1)	+	+	+	--	--	+	4.4	6	83	83	0	16.5
BA+												
U OF ALASKA ANCHORAGE (1)	61.5	50.6	41.7	35.0	+	*50.2	--	381	40	63	8	14.1
U OF ALASKA SOUTHEAST (1)	58.4	51.4	37.9	29.2	--	45.9	-0.7	65	40	45	8	12.7

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
DOCTORAL												
U OF ALASKA FAIRBANKS (1)	65.2	54.0	43.8	36.6	36.9	49.7	-0.9	306	33	48	40	13.6
Independent Institutions												
BA												
SAINT HERMANS THEOL SEM (1)	17.3		-			17.3	-	5	0	60	0	--
SHELDON JACKSON C (1)	34.8	+	29.4			*31.4	5.9	13	38	0	19	--
BA+												
ALASKA PACIFIC U (1)	44.8	44.1	39.2	34.3	--	*40.4		27	52	0	7	8.3
ARIZONA												
Public Institutions												
AA												
ARIZONA WESTERN C (1)					36.6	36.6	1.4	92	50	100	0	8.8
CENTRAL ARIZONA C (1)					43.9	43.9	1.1	77	42	0	15	8.3
CHANDLER/GILBERT CC (1)					53.2	53.2	3.8	43	58	67	0	10.7
COCHISE C (1)					39.2	39.2	2.9	77	42	0	13	7.6
EASTERN ARIZONA C (1)					39.0	39.0	2.1	48	23	65	16	10.5
GATEWAY CC (1)					54.6	54.6	3.1	62	66	55	0	10.8
GLENDALE CC (1)					56.7	56.7	4.2	205	44	77	0	11.1
MESA CC (1)				--	55.9	55.9	4.0	233	48	73	0	11.0
MOHAVE CC (1)					37.3	37.3	1.7	49	45	0	0	6.8
NAVAJO CC (1)					27.5	27.5	174	57	42	0	0	3.6
NORTHLAND PIONEER C (1)					36.8	36.8	7.9	35	31	100	19	6.6
PARADISE VALLEY CC (1)					55.1	55.1	5.5	57	49	65	0	11.0
PHOENIX C (1)					56.8	56.8	4.4	150	62	67	0	11.2
PIMA CC (1)					40.5	40.5	2.4	262	49	0	0	6.8
RIO SALADO CC (1)					53.7	53.7	3.9	12	42	67	0	10.8
SCOTTSDALE CC (1)					56.6	56.6	4.5	131	56	79	0	9.0
SOUTH MOUNTAIN CC (1)					55.9	55.9	4.1	40	63	78	0	11.0
YAVAPAI C (1)					40.9	40.9	3.5	83	33	0	0	7.6
BA+												
ARIZONA STATE U-WEST (1)	69.1	54.6	44.4	37.7	31.4	*49.7	--	180	47	40	0	11.1
DOCTORAL												
ARIZONA STATE U-MAIN CAMPUS (1)	65.7	49.2	41.9	29.7	27.3	52.4		1,402	29	71	6	11.2
NORTHERN ARIZONA U (1)	57.1	45.6	37.1	28.0		43.7	0.6	623	36	56	7	10.1
U OF ARIZONA (1)	72.2	50.0	44.3	40.2		58.9	4.0	1,126	25	74	17	11.6
Independent Institutions												
BA												
ARIZONA C OF THE BIBLE (1)								0	-	-	100	--
SOUTHERN ARIZONA BIBLE C (4)												
SW CONSERVATIVE BAPTIST BIBLE C (1)								0			100	
BA+												
AMERICAN GRAD SCHL OF INT'L MGMT (1)	54.4	50.9	35.3			*49.2	8.2	97	26	60	0	12.3
FRANK LLOYD WRIGHT SCHL OF ARCHITECTURE (1)												
GRAND CANYON U (1)	37.9	34.0	28.9	17.7		30.6	5.8	90	46	23	8	
OTTAWA U-PHOENIX (4)								0			100	
PRESCOTT C (1)								0			100	
WESTERN INT'L U (1)												

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DOCTORAL												
NOVA U-PHOENIX (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
ARKANSAS												
Public Institutions												
AA												
ARKANSAS STATE U-BEEBE BRANCH (1)	+	+	29.1	24.3	- -	*27.3	- -	64	45	25	19	7.5
EAST ARKANSAS CC (1)	- -	- -	- -	- -	29.6	29.6	-0.3	35	71	0	17	8.0
GARLAND COUNTY CC (1)	- -	- -	- -	- -	34.8	34.8	5.4	51	65	0	6	8.0
MID-SOUTH CC (1)	- -	- -	- -	- -	31.4	*31.4	- -	14	93	0	33	- -
MISSISSIPPI COUNTY CC (1)	- -	- -	- -	- -	30.1	30.1	7.7	37	62	0	12	9.1
NORTH ARKANSAS COMMUNITY TECH C (1)	- -	- -	- -	- -	33.2	33.2	8.9	55	51	0	19	8.9
NORTHWEST ARKANSAS CC (1)	- -	- -	- -	- -	31.4	31.4	9.7	33	58	0	23	7.9
PHILLIPS COUNTY CC (1)	- -	- -	- -	- -	29.0	29.0	-0.3	49	71	0	6	8.4
RICH MOUNTAIN CC (1)	- -	- -	- -	- -	34.0	34.0	6.3	14	43	0	18	8.3
SOUTH ARKANSAS CC (1)	- -	- -	- -	- -	32.5	32.5	6.3	32	63	53	26	8.1
SOUTHERN ARKANSAS U TECH (1)	- -	33.0	31.6	- -	- -	*32.3	2.3	23	43	0	18	8.0
WESTARK CC (1)	- -	- -	- -	- -	31.3	31.3	0.8	99	45	64	16	- -
BA+												
ARKANSAS TECH U (1)	44.4	38.9	35.6	24.8	- -	*38.5	- -	159	36	64	12	9.2
HENDERSON STATE U (1)	46.6	39.5	34.8	26.2	- -	39.3	3.4	144	34	56	1	10.4
SOUTHERN ARKANSAS U MAIN CAMPUS (1)	48.7	40.0	34.2	27.2	- -	38.5	4.4	109	45	57	17	9.5
U OF ARKANSAS AT MONTICELLO (1)	45.3	37.9	33.3	28.2	- -	*34.4	- -	93	33	46	21	7.3
U OF ARKANSAS AT PINE BLUFF (1)	42.7	38.6	35.9	28.4	- -	35.2	3.4	129	42	41	30	8.2
U OF CENTRAL ARKANSAS (1)	53.3	42.6	36.7	29.7	- -	40.8	3.9	317	38	52	11	8.9
DOCTORAL												
ARKANSAS STATE U-MAIN CAMPUS (1)	53.2	44.0	35.3	27.2	- -	40.0	1.7	355	34	47	12	9.7
U OF ARKANSAS AT FAYETTEVILLE (1)	61.3	47.6	41.0	23.9	- -	47.0	4.4	521	28	53	36	9.6
U OF ARKANSAS AT LITTLE ROCK (1)	54.8	42.3	37.9	26.0	31.2	42.0	1.6	335	37	63	9	8.8
U OF ARKANSAS FOR MED SCIENCES (1)	- -	48.4	33.7	25.3	- -	35.8	- -	12	100	0	91	8.0
Independent Institutions												
AA												
SHORTER C (1)			- -	14.1	19.0	16.1	49.6	20	65	100	52	1.5
BA												
ARKANSAS BAPTIST C (1)	+	+	+	- -	- -	+	6.6	9	44	100	36	2.2
CENTRAL BAPTIST C (1)	27.4	+	22.3			*24.8	0.3	13	31	0	0	4.8
HENDRIX C (1)	50.8	42.8	37.7	- -	- -	45.0	3.8	68	22	72	0	14.0
LYON C (1)	51.8	46.7	33.2	- -	- -	*41.7	- -	45	27	29	0	9.2
OUACHITA BAPTIST U (1)	46.6	37.1	32.2	26.8	- -	*36.5	- -	104	25	54	0	9.7
PHILANDER SMITH C (1)	30.9	24.7	22.2	17.9	- -	*23.3	- -	30	33	37	0	- -
WILLIAMS BAPTIST C (1)	32.3	27.6	25.0	20.6	- -	*25.9	-2.3	27	41	26	0	7.1
BA+												
HARDING U (1)	44.3	40.1	35.4	24.2	- -	*39.9	- -	173	24	49	0	9.1
JOHN BROWN U (1)	42.2	35.8	30.6	- -	- -	*36.6	1.9	57	21	0	11	7.6
U OF THE OZARKS (1)	34.5	31.2	29.7	- -	- -	*31.8	- -	36	36	64	0	4.9

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Trtd (%)	% 11/12 (%)	Avg Bene ($)
CALIFORNIA												
Public Institutions												
AA												
ALLAN HANCOCK C (1)	--	--	--	--	51.2	51.2	9.1	85	32	91	1	11.6
AMERICAN RIVER C (1)	--	--	--	--	48.5	48.5	0.4	224	42	88	1	9.7
ANTELOPE VALLEY C (1)	60.5	53.0	47.7	52.8	49.6	*56.3	-0.9	97	45	93	2	12.3
BAKERSFIELD C (1)	--	--	--	--	46.2	46.2	2.3	104	48	76	5	--
BARSTOW C (1)	--	--	--	--	53.5	53.5	0.7	24	21	88	0	12.2
BUTTE C (1)	--	--	--	--	49.5	49.5	-0.0	115	41	91	3	--
CABRILLO C (1)	--	--	--	--	50.3	50.3	3.5	173	54	82	1	9.0
CANADA C (1)	--	--	--	--	56.4	56.4	8.4	63	41	89	0	--
CERRITOS C (1)	--	--	--	--	54.1	54.1	0.9	221	44	82	0	--
CERRO COSO CC (1)	--	--	--	--	46.9	46.9	2.0	18	44	81	6	--
CHABOT C (1)	--	--	--	--	51.2	51.2	-0.9	153	39	86	0	--
CHAFFEY CC (1)	--	--	--	--	63.4	63.4	0.8	127	49	100	0	11.7
CITRUS C (1)	--	--	--	--	50.5	50.5	-2.6	94	35	88	11	--
CITY C OF SAN FRANCISCO (1)	--	--	--	--	52.6	52.6	1.9	553	52	89	0	--
COASTLINE CC (1)	--	--	--	--	52.0	52.0	3.3	27	70	93	0	--
C OF ALAMEDA (1)	--	--	--	--	45.8	45.8	-1.8	63	29	0	0	--
C OF MARIN (1)	--	--	--	--	58.7	58.7	4.8	123	42	93	0	--
C OF SAN MATEO (4)	--	--	--	--	*	*	--	150	35	--	0	--
C OF THE CANYONS (1)	--	--	--	--	58.4	58.4	10.3	9	44	100	0	--
C OF THE DESERT (1)	49.3	44.6	39.8	--	--	*46.3	-1.0	88	35	84	10	10.8
C OF THE REDWOODS (1)	--	--	--	--	48.2	48.2	-0.5	88	33	90	0	--
C OF THE SEQUOIAS (1)	--	--	--	--	56.0	56.0	11.1	115	37	90	0	--
C OF THE SISKIYOUS (1)	--	--	--	--	46.2	46.2	2.1	41	29	85	0	--
COLUMBIA C (1)	--	--	--	--	50.0	50.0	1.2	36	33	58	3	15.8
COMPTON CC (4)	--	--	--	--	*	*	--	56	38	--	0	--
CONTRA COSTA C (4)	--	--	--	--	56.5	56.3	--	83	43		1	--
COSUMNES RIVER C (1)	--	--	--	--	47.4	47.4	2.0	101	46	82	2	9.8
CRAFTON HILLS C (1)	--	--	--	--	52.4	52.4	2.7	35	29	91	3	--
CUESTA C (1)	--	--	--	--	45.8	45.8	-1.3	86	40	90	0	11.4
CUYAMACA C (1)	--	--	--	--	52.0	52.0	4.7	43	28	98	0	--
CYPRESS C (1)	--	--	--	--	51.2	51.2	-3.0	175	49	91	0	10.4
DE ANZA C (1)	--	--	--	--	61.7	61.7	8.4	205	41	83	6	--
DIABLO VALLEY C (1)	--	--	--	--	*	*	--	1	0	100	0	--
EAST LOS ANGELES C (1)	--	--	--	--	48.6	48.6	20.1	130	45	100	0	10.8
EDUCATIONAL CULTURAL COMPLEX (3)	--	--	--	--	--	--	--	--	--	--	--	--
EL CAMINO C (1)	--	--	--	--	53.9	53.9	7.7	266	39	93	1	--
EVERGREEN VALLEY C (1)	--	--	--	--	50.0	50.0	-3.5	85	52	76	1	--
FEATHER RIVER CC DISTRICT (1)	--	--	--	--	46.9	46.9	2.4	12	33	75	25	--
FOOTHILL C (1)	--	--	--	--	60.6	60.6	8.6	131	36	78	10	--
FRESNO CITY C (1)	--	--	--	--	52.5	52.5	1.3	51	33	0	12	--
FULLERTON C (1)	--	--	--	--	49.7	49.7	-1.2	236	41	87	0	10.5
GAVILAN C (1)	--	--	--	--	54.4	54.4	0.9	39	41	97	3	--
GLENDALE CC (1)	--	--	--	--	52.7	52.7	5.6	151	39	83	0	--
GOLDEN WEST C (1)	--	--	--	--	53.7	53.7	-1.4	163	38	98	5	--
GROSSMONT C (1)	--	--	--	--	51.5	51.5	4.1	179	40	90	1	--
HARTNELL C (1)	--	--	--	--	47.0	47.0	0.5	79	39	82	0	11.6

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
IMPERIAL VALLEY C (1)					46.3	46.3		64	47	92	0	-
IRVINE VALLEY C (1)				—	59.7	59.7	10.6	58	36	66	0	
KINGS RIVER CC (1)			-		54.3	54.3	3.7	9	44	0	0	
LAKE TAHOE CC (1)					43.9	43.9	-3.3	21	57	71	0	
LANEY C (1)					46.5	46.5	1.1	87	41	0	50	
LAS POSITAS C (1)					50.6	50.6	-0.1	47	36	85	0	-
LASSEN C (1)					47.6	*47.6		12	17	100	8	
LONG BEACH CITY C (1)					55.7	55.7	3.0	240	45	97	0	
LOS ANGELES CITY C (1)					49.4	49.4	22.0	158	39	100	1	10.8
LOS ANGELES HARBOR C (1)					49.8	49.8	21.2	86	50	100	0	10.8
LOS ANGELES MISSION C (1)					48.7	48.7	23.2	39	46	100	0	10.8
LOS ANGELES PIERCE C (1)					50.5	50.5	23.3	163	37	99	2	10.9
LOS ANGELES SOUTHWEST C (1)					50.1	50.1	26.1	53	51	100	2	11.1
LOS ANGELES TRADE TECH C (1)					47.6	47.6	20.1	156	43	100	0	10.6
LOS ANGELES VALLEY C (1)					49.9	49.9	23.4	159	40	99	1	10.9
LOS MEDANOS C (4)					*	*		78	46		1	-
MENDOCINO C (1)					50.3	50.3	3.4	29	45	100	3	10.5
MERCED C (1)					47.1	47.1	-5.6	92	35	100	12	-
MERRITT C (1)					46.1	46.1	-1.6	74	50	0	0	-
MIRA COSTA C (1)		—	—		54.3	54.3	-3.5	92	51	86	0	11.5
MISSION C (1)			—	-	58.7	58.7	12.0	84	57	92	6	-
MODESTO JR C (1)					50.0	50.0	4.5	169	34	68	6	14.0
MONTEREY PENINSULA C (1)				-	43.1	43.1	11	95	39	91	1	-
MOORPARK C (1)			—	-	53.7	53.7	1.9	112	41	100	0	
MOUNT SAN JACINTO C (1)				-	46.6	46.6	-1.8	46	33	59	2	
MT SAN ANTONIO C (1)					56.0	56.0	4.3	200	44	89	5	
NAPA VALLEY C (1)					45.3	45.3	-2.6	87	47	89	2	9.3
OHLONE C (1)					49.8	49.8	-1.7	88	41	84	0	
ORANGE COAST C (1)					52.4	52.4	0.9	244	39	93	2	
OXNARD C (1)					48.0	48.0	-5.1	9	33	100	0	
PALO VERDE C (1)					48.3	48.3		16	25	94	0	15.1
PALOMAR C (1)					52.5	52.5	2.8	221	39	86	0	-
PASADENA CITY C (1)					52.1	52.1	5.1	260	47	85	0	-
PORTERVILLE C (1)					45.4	45.4	1.2	24	33	67	0	
RANCHO SANTIAGO C (1)					59.3	59.3	5.2	196	42	94	2	
RIO HONDO C (1)					55.7	55.7	0.3	124	47	93	1	
RIVERSIDE CC (1)					53.5	53.5	2.7	189	46	79	0	11.8
SACRAMENTO CITY C (1)					48.5	48.5	-1.9	188	49	92	2	10.1
SADDLEBACK C (1)					66.6	66.6	8.2	154	42	93	0	
SAN BERNARDINO VALLEY C (1)					52.2	52.2	-1.6	108	40	88	2	-
SAN DIEGO CITY C (1)					51.4	51.4	0.4	134	43	82	5	10.1
SAN DIEGO MESA C (1)					63.4	63.4	21.5	222	41	90	2	7.2
SAN DIEGO MIRAMAR C (1)					77.6	77.6	52.6	66	30	79	0	13.5
SAN JOAQUIN DELTA C (1)					57.4	57.4	0.3	202	43	88	1	
SAN JOSE CITY C (1)					50.5	50.5	4.9	103	45	91	0	
SANTA BARBARA CITY C (1)					49.9	49.9	0.9	153	46	84	0	10.6
SANTA MONICA C (1)					58.2	58.2	2.6	179	47	89	0	
SANTA ROSA JR C (1)					53.2	53.2	0.9	225	38	96	0	
SHASTA C (1)					52.2	52.2	6.9	116	37	97	0	

BEST COPY AVAILABLE

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
SIERRA C (1)	--	--	--	--	54.3	54.3	12.1	101	31	99	1	--
SKYLINE C (1)	--	--	--	--	54.0	54.0	4.7	91	49	90	0	--
SOLANO COUNTY CC DISTRICT (1)	--	--	--	--	49.4	49.4	-3.0	118	42	88	0	11.2
SOUTHWESTERN C (1)	--	--	--	--	51.5	51.5	-3.1	170	45	95	4	9.8
TAFT C (1)	--	--	--	--	56.0	56.0	-2.0	19	32	84	14	12.7
VENTURA C (1)	--	--	--	--	54.0	54.0	1.5	113	38	100	0	--
VICTOR VALLEY C (1)	--	--	--	--	50.9	50.9	1.2	61	44	82	0	10.5
VISTA C (1)	--	--	--	--	42.3	42.3	-4.1	9	44	0	0	--
WEST HILLS CC (1)	--	--	--	--	48.1	48.1	2.5	44	30	93	4	10.4
WEST LOS ANGELES C (1)	--	--	--	--	49.5	49.5	21.3	59	34	100	2	10.8
WEST VALLEY C (1)	--	--	--	--	54.2	54.2	5.9	136	47	81	6	--
YUBA C (1)	--	--	--	--	--	--	--	0	--	--	--	--
BA												
CALIFORNIA MARITIME ACAD (1)	69.3	52.0	40.8	45.3	--	*55.9	4.4	40	8	45	0	13.4
BA+												
CA POLYTECH STATE UNIV-SAN LUIS OBISPO (1)	64.7	51.8	41.2	34.6	--	*60.4	--	641	18	81	5	16.5
CALIFORNIA STATE POLYTECH U-POMONA (1)	64.7	51.1	42.2	34.6	--	*59.2	--	588	26	79	4	16.3
CALIFORNIA STATE U-BAKERSFIELD (1)	62.9	50.3	39.1	35.1	--	53.8	2.5	204	35	70	2	15.1
CALIFORNIA STATE U-CHICO (1)	63.8	49.7	41.0	--	--	*59.0		520	30	87	5	16.2
CALIFORNIA STATE U-DOMINGUEZ HILLS (1)	64.0	49.7	41.5	33.6	--	59.0	2.7	240	35	83	9	16.2
CALIFORNIA STATE U-FRESNO (1)	63.9	50.6	39.9	34.3	--	58.5	2.5	611	31	82	4	16.1
CALIFORNIA STATE U-FULLERTON (1)	64.0	51.1	41.2	30.9	--	57.6	--	585	31	78	4	16.0
CALIFORNIA STATE U-HAYWARD (1)	64.1	51.9	40.8	35.9	--	58.1	--	370	34	81	3	16.2
CALIFORNIA STATE U-LONG BEACH (1)	63.5	50.4	41.9	--	--	*57.3	--	748	33	77	3	15.7
CALIFORNIA STATE U-NORTHRIDGE (1)	63.8	49.4	41.4	34.0	--	57.2	2.4	678	33	82	6	15.8
CALIFORNIA STATE U-SACRAMENTO (1)	64.0	48.8	40.8	--	--	*60.5	--	686	31	87	4	16.5
CALIFORNIA STATE U-SAN BERNARDINO (1)	62.5	50.2	41.4	32.6	--	52.4	1.1	391	38	64	4	15.0
CALIFORNIA STATE U-SAN MARCOS (1)	63.8	50.7	42.5	--	--	*48.4	--	120	47	34	3	14.0
CALIFORNIA STATE U-STANISLAUS (1)	63.0	47.6	38.2	32.1	--	52.2	0.4	226	39	64	4	14.9
HUMBOLDT STATE U (1)	63.0	48.5	39.9	33.6	--	*56.3	--	303	25	79	3	15.7
SAN JOSE STATE U (1)	63.0	51.6	43.1	36.8	--	*56.0		750	35	71	4	15.6
SONOMA STATE U (1)	63.6	48.8	41.1	--	--	*57.3	--	233	33	76	2	15.9
DOCTORAL												
CALIFORNIA STATE U-LOS ANGELES (1)	64.0	51.6	41.1	34.3	--	*56.2	--	533	36	74	6	15.6
NAVAL POSTGRAD SCHL (1)	73.7	59.3	51.9	38.1	--	62.3	--	305	7	51	0	12.1
SAN DIEGO STATE U (1)	63.8	51.3	41.6	35.6		57.9	2.4	854	30	85	4	16.0
SAN FRANCISCO STATE U (1)	63.7	50.6	41.2	33.8	--	56.7	1.2	687	37	74	6	15.7
U OF CALIFORNIA-BERKELEY (1)	86.7	57.4	49.3	42.7	47.7	72.4	--	1,191	26	75	4	9.6
U OF CALIFORNIA-DAVIS (1)	77.7	53.6	46.3	46.1	+	*62.9	7.1	633	30	69	34	8.7
U OF CALIFORNIA-IRVINE (1)	80.2	56.7	47.4	45.9	+	*64.9	--	571	25	72	8	9.0
U OF CALIFORNIA-LOS ANGELES (1)	84.1	56.2	49.2	46.2	43.4	*68.5	--	1,296	27	67	10	9.3
U OF CALIFORNIA-RIVERSIDE (1)	76.3	51.6	45.9	35.8	+	*57.8		384	30	61	10	8.4
U OF CALIFORNIA-SAN DIEGO (1)	82.1	55.4	46.5	42.2	48.1	66.7	8.8	664	22	75	8	9.1
U OF CALIFORNIA-SAN FRANCISCO (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF CALIFORNIA-SANTA BARBARA (1)	81.1	52.7	45.3	41.4	--	63.7	--	685	25	71	1	8.9
U OF CALIFORNIA-SANTA CRUZ (1)	73.5	52.3	43.3	42.2	+	*58.3		394	35	67	2	8.5

BEST COPY AVAILABLE

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
Independent Institutions												
AA												
D-Q U (1)	--	--	--	--	--	--	--	0	--	--	100	--
DON BOSCO TECH INST (1)	--	--	--	--	29.8	29.8	-9.1	4	0	0	33	--
HEALD BUSINESS C (3)	--	--	--	--	--	--	--	--	--	--	--	--
HEALD BUSINESS C (4)	--	--	--	--	--	--	--	0	--	--	100	--
HEALD BUSINESS C-CONCORD (1)	--	--	--	--	--	--	--	0	--	--	--	--
HEALD BUSINESS C-FRESNO (1)	--	--	--	--	--	--	--	0	--	--	100	--
HEALD BUSINESS C-HAYWARD (1)	--	--	--	--	--	--	--	0	--	--	--	--
HEALD BUSINESS C-SACRAMENTO (1)					31.8	31.8		21	81	0	0	4.9
HEALD BUSINESS C-SALINAS (1)	--	--	--	--	--	--	--	0	--	--	100	--
HEALD BUSINESS C-SAN FRANCISCO (4)	--	--	--	--	--	--	--	0	--	--	100	--
HEALD C (1)	--	--	--	--	--	--	--	0	--	--	--	--
HEALD INST OF TECHNOLOGY-MARTINEZ (1)	--	--	--	--	--	--	--	0	--	--	--	--
HEALD INST OF TECHNOLOGY-SAN FRANCISCO (1)	--	--	--	--	--	--	--	0	--	--	--	--
HEALD INST OF TECHNOLOGY-SAN JOSE (1)	--	--	--	--	--	--	--	0	--	--	--	--
HUMPHREYS C (1)	--	--	--	--	--	--	--	0	--	--	100	--
KELSEY-JENNEY C (1)	--	--	--	--	--	--	--	--	--	--	--	--
KELSEY-JENNEY C (1)	--	--	--	--	--	--	--	0	--	--	--	--
MARYMOUNT C (1)	46.7	40.6	35.1	37.3		*39.9	--	48	52	0	0	--
SAN FRANCISCO C OF MORTUARY SCIENCE (3)	--	--	--	--	--	--	--	--	--	--	--	--
BA												
AMERICAN-ARMENIAN INT'L C (3)	--	--	--	--	--	--	--	--	--	--	--	--
ART INST OF SOUTHERN CALIFORNIA (1)		+	38.1			*38.1	2.7	7	57	0	30	--
BETHANY C OF THE ASSEMBLIES OF GOD (1)	41.9	34.8	+			*38.3		17	18	94	0	11.7
CAPITAL BIBLE INST (3)	--	--	--	--	--	--	--	--	--	--	--	--
CHRISTIAN HERITAGE C (1)	38.5	28.1	+			*34.8	8.8	16	25	0	0	8.7
CHRISTIAN LIFE C (3)	--	--	--	--	--	--	--	--	--	--	--	--
CLAREMONT MCKENNA C (4)	77.1	54.3	43.9	37.0		*63.9	--	71	23		0	
COGSWELL C (1)	+	43.6	40.8			*42.7	--	13	15	0	0	--
HUMPHREYS C-STOCKTON (1)	--	--	--	--	--	--	--	0	--	--	100	--
LIFE BIBLE C (1)	33.6					*33.6	--	7	29	0	0	
LOUISE SALINGER ACAD OF FASHION (3)	--	--	--	--	--	--	--	--	--	--	--	--
MARIN BIBLE C (3)	--	--	--	--	--	--	--	--	--	--	--	--
MENLO C (1)	--	--	--	--	--	--	--	0	--	--	100	--
PATTEN C (1)		+	+			+		4	25	0	50	4.5
PITZER C (1)	69.3	46.9	40.8			*58.5		53	32	77	0	14.8
POMONA C (1)	78.4	56.8	43.0	36.4		*60.2		154	36	64	0	17.6
SAINT JOHNS SEM C (1)		+	+		+	+	3.0	7	57	0	0	--
SAN JOSE CHRISTIAN C (1)	--	--	--	--	--	--	--	0	--	--	100	--
THE UNION INST (1)	--	--	--	--	--	--	--	--	--	--	--	--
THOMAS AQUINAS C (4)	--	--	--	--	--	--	--	0	--	--	100	--
WEIMER C (3)	--	--	--	--	--	--	--	--	--	--	--	--
WEST COAST CHRISTIAN C (3)	--	--	--	--	--	--	--	--	--	--	--	--
WESTMONT C (1)	52.6	43.1	35.3	--		*44.6	--	76	25	57	0	12.4
WHITE MEMORIAL MED CTR SCHL OF NURSING (3)	--	--	--	--	--	--	--	--	--	--	--	--
YESHIVA U OF LOS ANGELES (3)	--	--	--	--	--	--	--	--	--	--	--	--

	Prof ($)	Assc ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
BA+												
ACAD OF CHINESE CULTURE & HLTH SCIENCES (3)	--	--	--	--	--	--	--	--	--	--	--	--
AMERICAN BAPTIST SEM OF THE WEST (1)	--	--	--	--	--	--	--	0	--	--	100	--
AMERICAN FILM INST-CTR ADVD FILM & TV STUDIES (1)	--	--	--	--	--	--	--	0	--	--	100	--
ANTIOCH U-LOS ANGELES BRANCH (1)	--	--	--	--	--	--	--	0	--	--	100	--
ANTIOCH U-SANTA BARBARA BRANCH (1)	--	--	--	--	--	--	--	0	--	--	100	--
ART CTR C OF DESIGN (1)	--	--	--	--	--	--	--	0	--	--	100	--
AZUSA PACIFIC U (1)	51.0	42.1	36.0	32.8	--	*42.8	5.6	105	44	9	41	15.0
BETHESDA CHRISTIAN U (3)	--	--	--	--	--	--	--	--	--	--	--	--
CALIFORNIA BAPTIST C (1)	37.5	35.2	27.0	--	--	33.1	--	47	36	68	23	8.8
CALIFORNIA COAST U (3)	--	--	--	--	--	--	--	--	--	--	--	--
CALIFORNIA C OF ARTS & CRAFTS (1)	+	--	--	--	--	+	--	1	0	100	97	8.0
CALIFORNIA INST OF THE ARTS (1)	--	--	--	--	41.1	41.1	2.4	121	40	0	0	8.0
CALIFORNIA INT'L U (1)	--	--	--	--	--	--	--	0	--	--	100	--
CALIFORNIA LUTHERAN U (1)	52.0	42.2	37.2	33.0	--	41.9	--	102	37	60	6	11.9
CENTRAL U OF SOUTHERN CALIFORNIA (3)	--	--	--	--	--	--	--	--	--	--	--	--
CHAPMAN U (1)	63.3	53.1	46.3	31.2	--	51.3	2.2	151	38	46	6	12.7
CHAPMAN U-ACADEMIC CTRS (4)	--	--	--	--	--	--	--	0	--	--	100	--
COLEMAN C (1)	--	--	--	--	--	--	--	0	--	--	100	--
C OF NOTRE DAME (1)	56.1	44.5	39.5	--	--	*47.9	--	51	53	43	15	8.5
C OF OSTEOPATHIC MEDICINE OF THE PACIFIC (1)	--	--	--	--	--	--	--	0	--	--	100	--
CONCORDIA U (1)	--	--	--	--	--	--	--	0	--	--	100	--
DOMINICAN C OF SAN RAFAEL (1)	54.0	44.2	36.9	--	--	*44.4	--	40	63	3	13	8.8
FRESNO PACIFIC C (1)	--	--	--	--	37.2	37.2	0.1	55	33	100	7	8.3
GOLDEN GATE U-IRVINE (1)	--	--	--	--	--	--	--	--	--	--	--	--
GOLDEN GATE U-LOS ALTOS (1)	--	--	--	--	--	--	--	--	--	--	--	--
GOLDEN GATE U-LOS ANGELES (1)	--	--	--	--	--	--	--	--	--	--	--	--
GOLDEN GATE U-MONTEREY (1)	--	--	--	--	--	--	--	--	--	--	--	--
GOLDEN GATE U-SACRAMENTO (1)	--	--	--	--	--	--	--	--	--	--	--	--
GOLDEN GATE U-WALNUT CREEK (1)	--	--	--	--	--	--	--	--	--	--	--	--
HARVEY MUDD C (1)	83.0	63.1	48.2	--	--	*68.5	--	68	19	69	0	17.3
HEALD INST OF TECHNOLOGY-HAYWARD (4)	--	--	--	--	--	--	--	0	--	--	100	--
HOLY NAMES C (1)	48.1	40.0	32.2	--	--	*39.5	--	57	68	44	0	5.8
IMMACULATE HEART C CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
INST FOR CREATION RESEARCH (3)	--	--	--	--	--	--	--	--	--	--	--	--
INST OF BUDDHIST STUDIES INC (1)	--	--	--	--	--	--	--	0	--	--	100	--
INT'L SCHL OF THEOLOGY (1)	--	--	--	--	--	--	--	0	--	--	100	--
INT'L U FOR NUTRITION EDUCATION (3)	--	--	--	--	--	--	--	--	--	--	--	--
JESUIT SCHL OF THEOLOGY AT BERKELEY (1)	55.0	48.1	+	--	--	*52.3	9.2	18	33	61	0	10.8
KERNEL U (3)	--	--	--	--	--	--	--	--	--	--	--	--
LINCOLN U (1)	28.0	+	+	--	--	*28.0	17.0	9	22	100	0	5.2
LOYOLA MARYMOUNT U (1)	77.0	59.5	44.9	--	--	*63.9	--	308	33	68	0	14.9
MILLS C (1)	63.1	48.2	41.9	--	--	*52.2	--	75	56	64	0	12.2
MONTEREY INST OF INT'L STUDIES (1)	60.6	45.9	42.0	32.5	--	*48.8	--	62	47	3	2	11.9
MOUNT SAINT MARYS C (1)	53.5	45.3	36.1	33.3	--	42.0	--	56	73	55	22	--
NATIONAL U (1)	59.6	47.6	38.2	33.5	--	*41.0	--	87	40	0	0	6.4
NEW C FOR ADVD CHRISTIAN STUDY-BERKELEY (3)	--	--	--	--	--	--	--	--	--	--	--	--
NEW C OF CALIFORNIA (4)	--	--	--	--	+	+	--	4	75	--	86	--
NORTHWESTERN POLYTECH U (1)	--	--	--	--	--	--	--	0	--	--	--	--

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg. Bene ($)
OCCIDENTAL C (1)	64.6	49.8	41.7	34.8	--	51.9	2.3	141	42	59	0	13.3
OTIS C OF ART & DESIGN (1)	--	--	--	--	34.8	34.8	2.1	17	53	0	0	7.5
PACIFIC CHRISTIAN C (1)	36.9	37.0	32.0	24.6	--	*33.7	--	24	21	0	14	7.0
PACIFIC OAKS C (1)	43.3	41.2	--	--	--	41.8	--	11	100	0	48	--
PACIFIC STATES U (3)	--	--	--	--	--	--	--	--	--	--	--	--
PACIFIC UNION C (4)	+	+	+	--	--	+	--	102	38	--	0	--
PHILLIPS GRAD INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
POINT LOMA NAZARENE C (1)	53.4	42.6	35.6	29.3	--	*45.2	2.5	101	35	38	0	11.6
SAINT JOHNS SEM (1)	+	+	+	--	--	+	--	5	20	0	0	--
SAINT MARYS C OF CALIFORNIA (1)	64.4	49.4	39.3	--	--	51.5	2.1	143	42	52	11	11.6
SAINT PATRICKS SEM (1)	18.6	--	+	--	9.0	*14.5	--	9	11	0	10	6.3
SAMRA U OF ORIENTAL MEDICINE (4)	--	--	--	--	--	--	--	--	--	--	--	--
SAMUEL MERRITT C (4)	+	+	+	--	--	+	--	59	83	--	17	--
SAN FRANCISCO ART INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAN FRANCISCO CONSERVATORY OF MUSIC (1)	--	--	--	--	42.0	42.0	7.8	23	43	0	0	7.6
SAN JOAQUIN C OF LAW (1)	--	--	--	--	--	--	--	0	--	--	100	--
SCRIPPS C (1)	65.4	48.6	39.6	--	--	*53.2	--	58	52	64	0	14.3
SCRIPPS MEM HOSP SCHL OF MED TECHN (4)	--	--	--	--	--	--	--	--	--	--	--	--
SIMON GREENLEAF U (4)	--	--	--	--	--	--	--	--	--	--	--	--
SIMPSON C (1)	--	--	--	--	--	--	--	0	--	--	100	--
SOUTH BAYLO U (1)	--	--	--	--	--	--	--	--	--	--	--	--
SOUTHERN CALIFORNIA C (1)	48.5	41.3	33.2	--	--	*41.2	--	39	26	67	15	6.2
SOUTHERN CALIFORNIA INST OF ARCHITECTURE (3)	--	--	--	--	--	--	--	--	--	--	--	--
STARR KING SCHL FOR MINISTRY (1)	--	--	--	--	--	--	--	0	--	--	100	--
THE MASTERS C (1)	--	--	--	--	--	--	--	0	--	--	100	--
THE NATIONAL HISPANIC U (4)	+	+	+	--	--	+	--	5	80	--	50	--
THE U OF WEST LOS ANGELES (1)	--	--	--	--	+	+	--	1	0	0	83	8.9
U OF JUDAISM (1)	72.6	+	+	--	--	*72.6	--	9	22	78	0	13.6
U OF REDLANDS (1)	62.6	49.8	42.4	--	--	*53.1	--	113	37	65	0	--
WEST COAST U (1)	--	--	--	--	--	--	--	0	--	--	100	--
WHITTIER C (1)	53.9	43.5	34.7	33.4	--	44.1	-19	88	35	63	0	9.8
WOODBURY U (4)	+	+	+	--	--	+	--	24	38	--	0	--
YESHIVA OHR ELCHONON CHABAD WEST COAST TAL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
DOCTORAL												
AGAPE CHRISTIAN U (3)	--	--	--	--	--	--	--	--	--	--	--	--
BIOLA U (1)	49.7	40.6	32.5	28.7	--	*40.6	2.7	116	24	52	4	10.0
CALIFORNIA GRAD INST (3)	--	--	--	--	--	--	--	--	--	--	--	--
CALIFORNIA GRAD SCHL OF THEOLOGY (3)	--	--	--	--	--	--	--	--	--	--	--	--
CALIFORNIA INST OF INTEGRAL STUDIES (3)	--	--	--	--	--	--	--	--	--	--	--	--
CALIFORNIA INST OF TECHNOLOGY (1)	130.8	--	--	--	--	130.8	4.4	6	0	100	98	30.7
CALIFORNIA PACIFIC U (3)	--	--	--	--	--	--	--	--	--	--	--	--
CALIFORNIA SCHL OF PROF PSYCH-ALAMEDA (1)	61.7	51.9	46.4	--	--	*53.6	--	27	41	0	0	10.1
CALIFORNIA SCHL OF PROF PSYCH-FRESNO (3)	--	--	--	--	--	--	--	--	--	--	--	--
CALIFORNIA SCHL OF PROF PSYCH-LA (3)	--	--	--	--	--	--	--	--	--	--	--	--
CALIFORNIA SCHL OF PROF PSYCH-SAN DIEGO (1)	61.6	50.4	+	--	--	*59.5	--	27	30	0	0	--
CHARLES R DREW U OF MEDICINE & SCIENCE (3)	--	--	--	--	--	--	--	--	--	--	--	--
CLAREMONT GRAD SCHL (1)	82.9	70.0	30.9	--	--	74.3	--	76	28	83	0	16.0
FULLER THEOL SEM IN CALIFORNIA (1)	52.3	46.6	40.2	--	--	*48.4	0.9	60	22	58	0	30.0
GOLDEN GATE BAPTIST SEM (3)	--	--	--	--	--	--	--	--	--	--	--	--

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
GOLDEN GATE U-ROHNERT PARK (1)	--	--	--	--	--	--	--	--	--	--	--	--
GOLDEN GATE U-SAN FRANCISCO (1)	73.6	70.5	+	--	--	*72.6	-7.6	37	41	43	61	11.9
GRAD THEOL UNION (4)	54.8	--	--	--	--	54.9	--	3	0	--	0	--
GREAT WESTERN U (3)	--	--	--	--	--	--	--	--	--	--	--	--
HEBREW UNION C CALIFORNIA BRANCH (3)	--	--	--	--	--	--	--	--	--	--	--	--
INST FOR ADVD STUDY OF HUMAN SEXUALITY (4)	--	--	--	--	--	--	--	0	--	--	100	--
JOHN F KENNEDY U (1)	--	--	--	--	--	--	--	0	--	--	100	--
LA SIERRA U (1)	47.9	39.4	32.8	30.4	--	*40.1	--	95	27	40	0	9.9
LOMA LINDA U (1)	--	--	--	--	--	--	--	0	--	--	100	--
PACIFIC GRAD SCHL OF PSYCH (1)	57.9	+	47.9	--	--	*50.8	--	16	44	38	0	13.4
PACIFIC LUTHERAN THEOL SEM (1)	47.5	47.9	+	--	--	*47.6	0.4	12	25	83	0	--
PACIFIC SCHL OF RELIGION (1)	+	--	+	--	--	+	-1.6	8	50	38	0	14.8
PEPPERDINE U (1)	80.8	65.0	53.7	--	--	*72.7	--	150	19	72	35	19.4
ROSEBRIDGE GRAD SCH OF INTEGRATIVE PSYCH (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAN FRANCISCO THEOL SEM (1)	57.1	+	+	--	--	*57.1	4.9	15	33	73	0	14.8
SANTA CLARA U (1)	82.3	59.7	50.6	44.3	--	62.7	5.3	320	32	63	1	12.2
SAYBROOK INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
SCHL OF THEOLOGY AT CLAREMONT (1)	52.1	44.2	+	--	--	*50.3	0.9	22	27	50	0	11.3
STANFORD U (1)	103.8	69.9	55.2	95.1	--	*88.7	--	826	18	77	3	18.0
THE FIELDING INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
THE UNION INST (1)	--	--	--	--	--	--	--	--	--	--	--	--
THE WRIGHT INST (3)	--	--	--	--	--	--	--	--	--	--	--	--
U S INT'L U (1)	46.8	38.3	28.1	--	--	*38.5	--	49	33	41	13	8.6
U OF LAVERNE (1)	52.5	42.3	36.3	--	--	*44.2	--	67	39	51	40	8.9
U OF SAN DIEGO (1)	74.6	53.2	44.1	38.3	--	60.3	1.7	271	39	63	0	15.4
U OF SAN FRANCISCO (1)	74.7	56.4	47.5	40.9	--	60.1	--	277	38	54	2	13.3
U OF SOUTHERN CALIFORNIA (1)	85.5	60.1	51.4	41.0	--	68.7	1.4	1,016	23	72	14	22.4
U OF THE PACIFIC (3)	--	--	--	--	--	--	--	--	--	--	--	--
U OF THE PACIFIC-MCGEORGE SCHL OF LAW (4)	100.7	+	+	38.5	--	*93.6	--	41	22	--	15	--
WESTERN INST FOR SOCIAL RESEARCH (3)	--	--	--	--	--	--	--	--	--	--	--	--
WESTMINSTER THEOL SEM IN CALIFORNIA (1)	--	--	--	--	--	--	--	0	--	--	100	--
WORLD U OF AMERICA (3)	--	--	--	--	--	--	--	--	--	--	--	--

COLORADO

Public Institutions

AA

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
AIMS CC (1)	39.9	37.0	31.9	27.4	--	35.0	4.2	104	44	0	3	9.6
ARAPAHOE CC (1)	--	--	--	--	38.9	38.9	13.9	95	47	81	0	8.2
COLORADO MOUNTAIN C (1)	42.3	34.9	30.4	27.1	--	35.8	--	74	39	0	0	7.5
COLORADO NORTHWESTERN CC (1)	--	--	--	--	35.7	35.7	7.4	26	42	65	33	8.7
CC OF AURORA (1)	--	--	--	--	38.1	38.1	12.5	18	44	78	25	9.6
CC OF DENVER (1)	--	--	--	--	34.3	34.3	4.6	75	53	0	38	4.3
FRONT RANGE CC (1)	--	--	--	--	38.1	*38.1	--	8	13	100	95	7.9
LAMAR CC (1)	--	--	--	--	34.8	34.8	15.1	21	43	67	9	8.0
MORGAN CC (1)	--	--	--	--	36.0	36.0	7.8	21	57	76	19	7.7
NORTHEASTERN JR C (1)	--	--	--	--	32.7	32.7	1.6	58	47	100	0	7.4
OTERO JR C (1)	--	--	--	--	38.2	38.2	11.4	28	43	0	0	8.5
PIKES PEAK CC (1)	--	--	--	--	38.7	38.7	5.6	114	39	0	0	9.0
PUEBLO CC (1)	--	--	--	--	30.4	30.4	8.9	73	56	0	22	7.1

	Prof ($)	Assc ($)	Asst ($)	Inst./ Lect. ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac. (#)	% Fem (%)	% Tnrd. (%)	% 11/12 (%)	Avg Bene ($)
RED ROCKS CC (1)	--	--	--	--	35.8	35.8	8.8	74	39	0	0	7.8
TRINIDAD STATE JR C (1)	39.6	32.9	28.5	--	--	34.5	11.3	58	38	0	3	7.4
BA												
FORT LEWIS C (1)	49.3	42.4	34.1	--	--	*42.8	--	174	30	68	0	8.2
MESA STATE C (1)	47.3	36.6	31.2	26.5	--	*35.0	--	178	37	48	1	7.9
METROPOLITAN STATE C OF DENVER (1)	51.6	42.5	36.6	28.4	--	*44.3	--	385	35	72	0	8.4
WESTERN STATE C COLORADO (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA+												
ADAMS STATE C (1)	46.3	38.2	33.7	28.7	--	*38.2	--	100	33	58	0	9.6
BETH EL C OF NURSING & HLTH SCIENCE (1)	--	43.9	39.8	--	--	*42.6	--	15	93	0	0	9.2
U OF SOUTHERN COLORADO (1)	49.5	44.3	37.0	28.4	--	41.7	1.5	175	31	57	0	8.0
DOCTORAL												
COLORADO SCHL OF MINES (1)	76.2	54.9	52.9	37.7	+	*63.4	--	169	15	74	1	14.9
COLORADO STATE U (1)	61.6	46.8	41.0	22.1	--	53.0	0.0	766	20	78	18	10.2
U OF COLORADO AT BOULDER (1)	71.9	53.3	45.1	32.8	--	*58.2	--	1,065	25	68	3	13.4
U OF COLORADO AT COLORADO SPRINGS (1)	59.4	46.1	42.1	20.6	--	47.6	5.1	181	27	68	0	11.0
U OF COLORADO AT DENVER (1)	65.3	49.6	44.0	34.8	--	50.4	3.6	374	33	52	0	11.7
U OF COLORADO HLTH SCIENCES CTR (1)	+	65.5	56.8	--	--	*60.8	--	25	100	36	98	14.5
U OF NORTHERN COLORADO (1)	53.8	41.8	34.9	25.5	33.8	42.8	2.8	463	40	58	0	8.3
Independent Institutions												
BA												
NAZARENE BIBLE C (1)	33.9	+	29.6	--	--	*31.3	4.2	15	20	0	0	14.7
TEIKYO LORETTO HEIGHTS U (1)	--	+	33.5	--	--	*33.5	2.2	19	37	0	0	7.6
BA+												
COLORADO CHRISTIAN U (1)	37.9	30.1	29.9	23.1	--	*29.9	--	61	33	0	0	8.5
COLORADO CHRISTIAN U-FOOTHILLS CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
COLORADO C (1)	66.1	51.4	41.1	--	--	*57.8	3.5	137	35	79	0	15.3
NATIONAL ENDOWMENT FOR FINANCIAL EDUC (1)	--	--	--	--	--	--	--	0	--	--	100	--
REGIS U (1)	47.2	42.8	34.0	27.8	--	*40.1	--	67	46	76	40	5.9
SAINT THOMAS SEM (4)	--	+	+	--	--	+	--	7	29	--	0	--
THE NAROPA INST (1)	31.0	26.5	21.3	19.2	--	*22.3	5.1	28	64	0	0	2.9
YESHIVA TORAS CHAIM TALMUDICAL SEM (4)	--	--	--	--	--	--	--	0	--	--	100	--
DOCTORAL												
DENVER CONSERVATIVE BAPTIST SEM (1)	42.4	37.5	36.5	--	--	*38.6	--	20	20	45	0	9.9
ILIFF SCHL OF THEOLOGY (1)	55.8	48.8	37.4	--	--	*50.3	--	19	32	74	0	11.7
U OF DENVER (1)	67.2	50.9	44.9	32.9	--	*53.7	--	367	31	66	6	11.7

CONNECTICUT

Public Institutions

	Prof ($)	Assc ($)	Asst ($)	Inst./ Lect. ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac. (#)	% Fem (%)	% Tnrd. (%)	% 11/12 (%)	Avg Bene ($)
AA												
ASNUNTUCK COMM/TECH C (1)	56.5	46.0	+	--	--	*54.2	13.0	25	44	76	0	13.5
CAPITAL COMM/TECH C (1)	66.6	52.1	46.8	38.0	--	*56.7	--	68	35	76	0	14.1
GATEWAY COMM/TECH C (1)	61.2	52.3	46.1	36.9	--	*50.3	--	85	35	72	0	12.1
HOUSATONIC COMM/TECH C (1)	61.7	50.2	+	35.9	--	*52.5	--	42	36	69	0	13.7
MANCHESTER COMM/TECH C (1)	60.3	47.8	42.8	36.9	--	48.2	8.2	94	56	67	0	12.6
MIDDLESEX COMM/TECH C (1)	58.8	48.0	42.2	35.9	--	*49.9	--	49	45	71	0	--
NAUGATUCK VALLEY COMM/TECH C (1)	61.7	53.3	43.9	36.9	--	51.7	7.8	109	39	62	0	13.6
NW CONNECTICUT COMM/TECH C (1)	61.6	48.7	42.8	37.3	--	*50.4	9.7	34	35	71	0	13.6

REST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
NORWALK COMM/TECH C (1)	62.2	51.6	44.6	35.4	--	*51.3	--	78	45	67	0	13.7
QUINEBAUG VALLEY COMM/TECH C (1)	58.3	47.3	40.7	36.6	--	*47.5	9.0	19	47	63	0	13.1
THREE RIVERS COMM/TECH C (1)	61.8	51.6	44.2	36.6	--	51.4	8.3	77	43	77	0	13.9
TUNXIS COMM/TECH C (1)	73.1	49.7	40.8	35.3	--	52.4	--	48	52	52	0	12.2
BA												
U.S. COAST GUARD ACAD (1)	67.0	60.7	+	45.5	--	*62.5	-2.0	36	25	75	14	--
BA+												
CENTRAL CONNECTICUT STATE U (1)	71.0	56.0	41.9	35.8	--	55.6	7.7	387	35	63	0	14.4
EASTERN CONNECTICUT STATE U (1)	66.7	54.3	42.5	--	--	*55.2	--	134	43	64	0	15.0
SOUTHERN CONNECTICUT STATE U (1)	68.6	54.5	40.9	37.0	--	55.7	--	379	37	69	1	14.4
WESTERN CONNECTICUT STATE U (1)	67.1	55.2	44.4	32.2	--	*58.3	--	187	39	66	0	15.6
DOCTORAL												
U OF CONNECTICUT (1)	82.4	61.2	47.7	47.9	--	67.4	--	1,068	26	75	0	16.2
Independent Institutions												
AA												
MITCHELL C (1)	--	--	36.2	--	--	*36.2	--	20	35	95	0	--
WILCOX C OF NURSING (1)	50.6	+	+	--	--	*50.6	4.8	11	100	0	0	10.0
BA												
BRIDGEPORT ENGINEERING INST (3)	--	--	--	--	--	--	--	--	--	--	--	--
LYME ACAD OF FINE ARTS (1)	--	--	--	--	9.0	9.0	-24	17	41	0	0	1.4
TEIKYO POST U (1)	46.4	41.6	36.9	--	--	42.3	2.5	28	43	0	0	11.0
BA+												
ALBERTUS MAGNUS C (1)	38.5	33.2	26.9	25.2	--	*32.4	--	25	52	48	0	--
CONNECTICUT C (1)	67.7	49.8	40.9	31.4	--	*54.3	--	146	40	66	0	15.8
FAIRFIELD U (1)	71.5	56.6	48.3	35.0	--	*57.8	--	199	39	72	0	18.4
QUINNIPIAC C (1)	75.5	56.9	42.8	39.5	--	*60.2	--	191	37	59	13	16.8
SACRED HEART U (1)	59.0	49.8	40.5	35.5	--	*47.1	--	128	50	44	0	12.6
SAINT JOSEPH C (1)	62.2	50.4	40.9	--	--	*48.8	--	68	69	60	8	--
THE HARTFORD GRAD CTR (1)	76.4	63.8	57.9	--	--	*66.4	--	27	7	0	0	17.8
TRINITY C (1)	76.2	54.4	41.4	33.3	--	58.7	--	142	36	69	0	16.1
DOCTORAL												
HARTFORD SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF BRIDGEPORT (1)	53.9	46.8	37.9	--	--	*46.2	--	79	20	54	5	13.3
U OF HARTFORD (1)	54.7	46.1	39.8	31.6	+	*45.6	--	300	33	55	4	--
U OF NEW HAVEN (1)	57.9	47.0	41.5	30.3	--	*51.2	7.7	152	19	70	1	12.2
WESLEYAN U (1)	77.3	52.7	44.6	--	--	*65.5	4.4	241	29	75	0	17.3
YALE U (1)	100.8	56.3	47.5	40.0	--	77.1	--	718	22	56	6	16.5

DELAWARE

Public Institutions

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
AA												
DELAWARE TECH & CC-STANTON-WILMINGTON (1)	--	--	--	--	43.2	43.2	2.8	94	65	0	34	13.1
DELAWARE TECH & CC-SOUTHERN (1)	--	--	--	--	43.2	43.2	4.3	51	59	0	35	13.6
DELAWARE TECH & CC-TERRY (1)	--	--	--	--	41.8	41.8	-1.0	33	61	0	27	12.5
BA+												
DELAWARE STATE U (1)	60.9	47.9	41.1	33.4	--	45.4	12.9	148	39	43	12	9.2

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
DOCTORAL												
U OF DELAWARE (1)	79.0	57.3	45.5	33.6	--	*60.0	--	808	33	66	12	17.5
Independent Institutions												
BA+												
GOLDEY-BEACOM C (1)	50.3	48.7	+	29.6	--	*42.2	-2.0	23	35	0	0	10.3
WESLEY C (1)	46.7	37.5	34.9	--	--	*39.1	--	46	48	54	0	8.6
WIDENER U-DELAWARE CAMPUS (1)	85.1	71.5	61.1	40.9	--	*69.3	--	58	50	41	9	--
DOCTORAL												
WILMINGTON C (1)	--	--	--	--	--	--	--	0	--	--	100	--

DISTRICT OF COLUMBIA

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
Public Institutions												
BA+												
JOINT MILITARY INTELLIGENCE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF THE DISTRICT OF COLUMBIA (4)	+	+	+	--	--	+	--	414	31	--	0	--
Independent Institutions												
BA												
CORCORAN SCHL OF ART (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA+												
DE SALES SCHL OF THEOLOGY (1)	+	+	8.3	--	--	*8.3	-4.2	7	29	0	30	--
MOUNT VERNON C (1)	+	39.2	29.3	--	--	*33.9	--	29	69	45	3	6.7
SOUTHEASTERN U (1)	--	--	--	--	--	--	--	0	--	--	100	--
THE GRAD SCHL OF POLITICAL MGMT (4)	--	--	--	--	--	--	--	0	--	--	100	--
TRINITY C (1)	48.5	38.0	31.5	--	--	*38.1	4.5	50	74	44	2	7.2
DOCTORAL												
AMERICAN U (1)	80.3	52.4	41.9	27.9	--	58.8	2.4	441	35	66	0	12.2
CATHOLIC U OF AMERICA (1)	63.9	47.3	40.0	--	--	*51.3	--	357	33	70	0	9.6
GALLAUDET U (1)	63.9	48.7	41.1	32.9	--	48.9	--	197	63	58	19	15.4
GEORGE WASHINGTON U (1)	81.2	58.8	48.5	34.4	--	66.3	4.6	611	29	65	3	13.1
GEORGETOWN U (1)	91.4	58.3	44.9	39.4	--	65.8	3.4	544	34	63	2	16.4
HOWARD U (1)	67.5	48.0	40.2	34.1	--	51.8	5.5	611	37	70	15	10.4
WESLEY THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--

FLORIDA

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
Public Institutions												
AA												
BREVARD CC (1)	42.2	39.2	35.0	31.5	--	36.4	10.4	200	43	74	15	15.9
BROWARD CC (1)	--	--	--	--	42.1	42.1	9.8	308	41	81	0	14.4
CENTRAL FLORIDA CC (1)	--	--	--	33.4	+	*33.4	--	86	47	60	17	10.6
CHIPOLA JR C (1)	--	--	--	--	38.0	38.0	15.3	63	57	79	0	12.6
DAYTONA BEACH CC (1)	--	--	--	--	34.7	34.7	-1.3	172	47	78	12	11.5
EDISON CC (1)	--	--	--	--	38.6	38.6	5.5	96	50	89	0	13.9
FLORIDA CC AT JACKSONVILLE (1)	41.8	--	--	--	+	*41.8	--	376	53	76	5	13.8
FLORIDA KEYS CC (1)	--	--	--	--	32.1	32.1	6.4	26	35	62	16	10.8
GULF COAST CC (1)	43.6	41.4	34.5	--	+	*38.8	--	75	55	80	17	11.2
HILLSBOROUGH CC (1)	47.6	39.2	36.5	28.8	29.0	38.9	--	221	48	87	0	12.9
INDIAN RIVER CC (1)	58.8	52.9	45.7	38.5	--	47.7	13.7	122	48	77	8	14.8
LAKE CITY CC (1)	--	--	--	--	32.8	32.8	3.8	49	39	76	16	10.1

	Prof ($)	Assc ($)	Asst ($)	Inst./ Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac. (#)	% Fem (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene ($)
LAKE-SUMTER CC (1)	--	--	--	--	34.7	34.7	7.5	40	55	78	2	10.7
MANATEE CC (1)	42.5	34.2	28.4	24.0	--	*32.8	--	131	50	85	2	10.4
MIAMI-DADE CC (1)	52.9	41.8	34.7	29.0	--	44.6	10.5	793	45	87	0	14.2
NORTH FLORIDA CC (1)	--	--	--	--	36.1	36.1	5.9	29	48	90	3	12.6
OKALOOSA-WALTON CC (1)	--	--	--	--	36.5	36.5	0.3	68	43	76	8	7.3
PALM BEACH CC (1)	48.7	39.0	38.8	35.7	--	37.8	5.3	173	49	78	0	12.2
PASCO-HERNANDO CC (1)	--	--	--	38.6	+	*38.6	--	69	57	80	17	11.6
PENSACOLA JR C (1)	39.0	33.7	31.0	28.9	--	33.9	-1.1	207	49	84	11	11.2
POLK CC (1)	--	--	--	35.1	--	35.1	8.5	90	44	92	6	--
SAINT JOHNS RIVER CC (1)	--	--	--	--	35.3	35.3	11.4	67	37	79	1	11.4
SAINT PETERSBURG JR C (1)	--	--	--	--	39.1	39.1	10.8	258	54	79	10	12.5
SANTA FE CC (1)	--	--	--	--	37.6	37.6	9.2	213	55	81	10	12.8
SARASOTA COUNTY TECH INST (1)	--	--	--	--	34.8	34.8	-5.1	21	52	71	69	8.8
SEMINOLE CC (1)	--	--	--	--	38.0	38.0	7.3	92	58	79	33	8.9
SOUTH FLORIDA CC (1)	--	--	--	--	38.1	38.1	13.8	28	46	71	32	11.8
TALLAHASSEE CC (1)	--	--	--	--	45.4	45.4	-0.2	132	52	91	0	13.7
VALENCIA CC (1)	--	--	--	--	40.6	40.6	8.6	190	51	72	0	15.2
DOCTORAL												
FLORIDA AGRL & MECHANICAL U (1)	55.8	46.8	40.1	29.2	--	44.7	1.6	319	40	69	28	12.9
FLORIDA ATLANTIC U (1)	62.4	47.2	41.9	32.1	--	50.1	--	460	33	61	14	14.7
FLORIDA INT'L U (1)	62.5	48.1	42.9	35.4	--	*48.1	--	746	33	52	7	14.6
FLORIDA STATE U (1)	62.5	45.8	42.0	18.3	--	*52.9	--	997	26	78	1	15.9
THE U OF WEST FLORIDA (1)	54.5	43.2	38.5	29.3	--	43.5	4.7	212	31	61	0	13.2
U OF CENTRAL FLORIDA (1)	60.6	46.1	38.9	30.7	--	*47.7	--	525	26	68	7	15.4
U OF FLORIDA (1)	68.9	46.7	43.2	33.0	--	*56.3	--	1,098	21	75	51	16.8
U OF NORTH FLORIDA (1)	57.4	44.0	35.5	27.9	--	*44.2	--	228	36	65	32	16.4
U OF SOUTH FLORIDA (1)	60.7	46.4	40.9	37.4	--	49.8	4.8	834	30	62	21	15.0
Independent Institutions												
AA												
FLORIDA C (1)	--	--	--	--	--	--	--	0	--	--	100	--
JOHNSON & WALES U FLORIDA CAMPUS (1)	--	--	+	27.4	--	*27.4	--	20	25	0	0	6.6
BA												
BEACON C (1)	--	--	--	--	25.5	*25.5	--	5	80	100	17	4.2
BETHUNE COOKMAN C (1)	36.8	35.7	34.2	25.5	--	*31.3	--	111	40	9	12	4.9
CLEARWATER CHRISTIAN C (1)	30.0	25.3	--	--	--	*26.5	--	28	29	0	0	11.6
ECKERD C (1)	56.9	44.8	37.3	--	--	45.4	3.9	92	30	63	0	12.9
EDWARD WATERS C (3)	--	--	--	--	--	--	--	--	--	--	--	--
FLAGLER C (1)	41.4	41.0	32.4	27.6	--	36.3	1.9	51	33	0	0	8.0
FLORIDA BAPTIST THEOL C (1)	--	--	+	--	--	+	--	3	33	67	80	6.0
FLORIDA BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
FLORIDA CHRISTIAN C INC (1)	--	--	--	--	--	--	--	0	--	--	100	--
FLORIDA MEMORIAL C (1)	39.4	35.6	31.9	28.2	--	*32.6	--	61	31	0	10	5.7
HOBE SOUND BIBLE C (4)	+	+	+	--	--	+	--	11	27	--	0	--
INT'L C (1)	--	--	--	--	--	--	--	0	--	--	100	--
JONES C JACKSONVILLE (1)	--	--	--	--	--	--	--	0	--	--	100	--
JONES C-MIAMI CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
NORTHWOOD U-FLORIDA EDUCATION CTR (1)	+	30.5	31.3	--	--	*30.9	6.0	11	36	0	0	8.2
PENSACOLA BIBLE INST (3)	--	--	--	--	--	--	--	--	--	--	--	--
RINGLING SCHL OF ART & DESIGN (1)	--	--	--	--	38.8	38.8	9.0	39	33	0	0	--

BEST COPY AVAILABLE

	Prof ($)	Assc ($)	Asst. ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
SAINT JOHN VIANNEY C SEM (1)	+	+	+	--	+	+	-4.4	6	33	0	0	9.5
SOUTHEASTERN C ASSEMBLIES OF GOD (1)	--	--	--	--	--	--	--	0	--	--	100	--
SPURGEON BAPTIST BIBLE C (1)	--	--	--	--	--	--	--	--	--	--	--	--
TRINITY BAPTIST C (1)	+	--	--	--	--	+	--	2	100	0	33	4.3
TRINITY INT'L U-SOUTH FLORIDA (1)	+	--	35.0	--	--	*35.0	4.5	6	50	0	0	--
WARNER SOUTHERN C (1)	32.9	27.9	24.4	--	--	*27.5	8.6	17	29	24	11	6.5
WEBBER C (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA+												
EMBRY-RIDDLE AERONAUTICAL U (1)	51.3	39.7	33.6	22.9	--	*40.5	--	237	11	40	14	10.3
FLORIDA SOUTHERN C (1)	48.3	39.7	35.7	--	--	*41.2	--	90	31	9	0	8.8
HARID CONSERVATORY OF MUSIC (1)	--	--	--	--	--	--	--	0	--	--	100	--
JACKSONVILLE U (1)	43.6	37.1	32.5	--	--	38.0	--	101	30	60	7	8.4
LYNN U (1)	46.2	35.8	32.6	--	--	*37.2	0.3	36	44	3	14	6.8
NY INST OF TECHNOLOGY-FLORIDA CAMPUS (1)	--	--	--	--	--	--	--	--	--	--		--
PALM BEACH ATLANTIC C (1)	--	--	--	--	--	--	--	0	--	--	100	--
ROLLINS C (1)	59.9	43.8	34.8	--	--	*51.0	7.7	146	36	78	0	12.1
ROLLINS C-BREVARD CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
SAINT LEO C (1)	44.7	35.2	31.2	--	+	*36.4	3.6	59	32	66	0	8.6
SAINT THOMAS U (1)	58.6	55.0	35.3	27.9	55.5	*48.9	9.6	89	34	22	0	8.8
SAINT VINCENT DE PAUL REGIONAL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
STETSON U (1)	67.7	45.6	38.6	--	+	*50.9	1.1	183	32	67	0	14.0
TRINITY C OF FLORIDA (4)	--	--	--	--	--	--	--	0	--	--	100	--
U OF TAMPA (1)	--	--	--	--	--	--	--	0	--	--	100	--
DOCTORAL												
BARRY U (1)	50.6	45.8	37.8	28.3	--	42.0	4.0	161	47	0	34	9.4
CARIBBEAN CTR FOR ADV STUDIES-MIAMI INST PSYCH (1)	+	--	--	--	--	+	--	1	0	0	92	7.5
CHRISTIAN INT'L (3)	--	--	--	--	--	--	--	--	--	--	--	--
EVANGELICAL BIBLE SEM (3)	--	--	--	--	--	--	--	--	--	--	--	--
FLORIDA INST OF TECHNOLOGY (1)	50.9	42.8	36.2	31.9	--	*42.5	--	151	15	0	12	--
INT'L SEM (3)	--	--	--	--	--	--	--	--	--	--	--	--
NOVA SOUTHEASTERN U (1)	85.7	47.1	41.0	43.7	+	*60.6	10.0	89	43	33	74	11.9
TALMUDIC C OF FLORIDA (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF MIAMI (1)	75.7	53.3	43.0	31.0	--	57.4	3.4	657	25	63	12	14.8
U OF SARASOTA (1)	--	--	--	--	--	--	--	0	--	--	100	--
ZOE C INC (3)	--	--	--	--	--	--	--	--	--	--	--	--
GEORGIA												
Public Institutions												
AA												
ABRAHAM BALDWIN AGRL C (1)	43.7	39.0	33.3	27.2	--	35.2	--	86	57	53	14	10.7
ALBANY TECH INST (1)	--	--	--	--	+	+	--	1	100	0	98	7.3
ALTAMAHA TECH INST (1)	--	+	+	--	--	+	-4.2	3	100	0	87	7.5
ATHENS AREA TECH INST (1)	--	--	--	--	33.2	33.2	10.6	14	71	100	82	8.3
ATLANTA METROPOLITAN C (1)	42.7	39.5	35.9	34.0	--	*38.5	--	48	48	67	8	10.7
AUGUSTA TECH INST (1)	--	--	--	--	+	+	--	2	100	0	98	12.0
BAINBRIDGE C (1)	41.7	36.3	33.2	29.4	--	*36.8	5.1	20	55	65	43	10.7
BEN HILL-IRWIN TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
BRUNSWICK C (1)	48.5	37.4	37.2	30.4	--	*36.0	--	47	47	30	24	10.2

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
CARROLL TECH INST (1)	--	--	--	--	+	+	--	1	100	0	98	11.7
CHATTAHOOCHEE TECH INST (1)	--	--	--	--	47.5	*47.5	--	10	20	0	79	12.8
COLUMBUS TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
COOSA VALLEY TECH INST (1)	--	--	--	--	+	+	--	2	100	100	95	8.9
DALTON C (1)	46.8	42.0	35.2	32.7	--	*35.8	9.8	82	40	33	11	9.9
DARTON C (1)	43.0	37.9	36.9	31.7	--	*37.0	--	60	60	53	22	10.4
DEKALB C (1)	48.5	42.5	33.9	30.5	--	36.2	6.3	303	61	41	9	10.3
DEKALB TECH INST (1)	--	--	--	--	36.5	*36.5	--	5	40	80	94	12.5
EAST GEORGIA C (4)	+	41.2	39.3	--	--	*39.9	--	17	18	--	11	--
FLINT RIVER TECH INST (1)	--	--	--	--	+	+	--	1	100	0	97	7.7
FLOYD C (1)	46.7	37.3	33.3	31.1	--	*36.8	--	51	49	47	22	10.2
GAINESVILLE C (1)	46.2	39.0	32.0	26.5	--	35.3	7.1	82	57	50	5	9.8
GEORGIA MILITARY C-FORT GORDON CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
GEORGIA MILITARY C-KINGS BAY CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
GEORGIA MILITARY C-MAIN CAMPUS (1)	+	+	+	27.2	--	*27.2	9.9	14	57	0	0	3.1
GEORGIA MILITARY C-MOODY CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
GORDON C (1)	44.3	38.9	32.3	28.3	--	34.2	6.4	68	62	21	4	9.6
GRIFFIN TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
GWINNETT TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
HEART OF GEORGIA TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
LANIER TECH INST (1)	--	--	--	--	+	+	-5.0	3	67	0	93	--
MACON C (1)	47.0	39.5	35.2	31.1	--	37.1	6.8	121	55	46	9	10.8
MACON TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
MACON TECH INST-MILLEDGEVILLE CTR (1)	--	--	--	--	--	--	--	--	--	--	--	--
MIDDLE GEORGIA C (1)	48.4	39.4	33.3	26.7	--	*36.3	6.3	62	45	48	13	11.2
MIDDLE GEORGIA TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
MOULTRIE AREA TECH INST (1)	--	--	--	--	+	+	--	1	100	100	97	8.2
NORTH GEORGIA TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
NORTH METRO TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
OGEECHEE TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
OKEFENOKEE TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
PICKENS TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAVANNAH TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
SOUTH GEORGIA C (1)	+	40.0	34.0	28.8	+	*33.5	2.4	39	49	36	11	9.1
SOUTH GEORGIA TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
SOUTHEASTERN TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
SWAINSBORO TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
THOMAS TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
VALDOSTA TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
WALKER TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
WAYCROSS C (1)	--	45.9	36.3	30.3	--	35.9	8.3	19	42	32	14	10.9
WEST GEORGIA TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA												
CLAYTON STATE C (1)	55.8	42.5	38.4	33.2	--	*43.5	--	89	56	40	20	10.8
BA+												
ALBANY STATE C (1)	51.4	44.2	38.6	29.8	--	*42.2	--	117	44	60	14	13.2
ARMSTRONG STATE C (1)	50.2	41.2	34.1	28.1	--	*37.6	--	195	53	43	7	9.9
AUGUSTA C (1)	55.2	44.9	36.5	28.7	--	41.5	3.0	192	47	45	1	10.1
COLUMBUS C (1)	50.2	42.1	38.0	30.5	--	*43.7	--	169	40	65	11	8.1

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
FORT VALLEY STATE C (1)	53.5	44.2	36.5	30.5	--	40.1	3.4	102	40	44	29	10.1
GEORGIA C (1)	49.2	43.5	37.3	29.5	--	*41.4	--	153	46	44	19	11.1
GEORGIA SOUTHWESTERN C (1)	47.3	42.7	34.4	34.9	--	*39.1	--	95	35	52	9	10.7
KENNESAW STATE C (1)	57.0	47.1	38.3	29.5	--	43.4	3.2	315	50	47	8	11.3
NORTH GEORGIA C (1)	47.5	43.3	37.4	--	--	*40.8	--	106	40	42	21	10.3
SAVANNAH STATE C (1)	49.7	44.6	40.8	29.9	--	*44.3	--	133	32	48	3	13.2
SOUTHERN C OF TECHNOLOGY (1)	50.1	43.3	39.6	32.5	--	*44.0	--	136	18	57	10	11.9
VALDOSTA STATE U (1)	50.9	43.1	38.1	31.0	--	42.6	6.5	298	36	48	21	12.4
WEST GEORGIA C (1)	50.3	42.5	39.0	27.8	--	41.8	6.3	265	38	49	6	11.2
DOCTORAL												
GEORGIA INST OF TECHNOLOGY MAIN CAMPUS (1)	73.5	57.3	51.7	26.4	--	*60.2	--	510	13	63	20	15.9
GEORGIA SOUTHERN U (1)	53.9	45.5	36.5	29.4	--	40.0	6.0	580	43	39	7	10.4
GEORGIA STATE U (1)	74.0	52.4	43.6	34.4	--	54.8	5.2	703	34	64	12	14.1
MED C OF GEORGIA (1)	52.9	51.7	39.8	33.7	--	*40.9	--	49	90	12	75	12.4
U OF GEORGIA (1)	69.5	49.5	41.7	27.6	--	52.6	5.8	1,043	30	66	38	12.2
Independent Institutions												
AA												
ANDREW C (1)	34.1	+	26.0	--	--	*30.1	--	11	55	36	45	4.9
GUPTON JONES C OF FUNERAL SERV (1)	--	--	--	--	--	--	--	0	--	--	--	--
TRUETT-MCCONNELL C (1)	+	26.5	26.2	25.0	--	*25.7	--	36	56	0	14	4.3
YOUNG HARRIS C (1)	--	--	--	--	35.1	35.1	1.2	27	41	70	13	--
BA												
ATLANTA CHRISTIAN C (1)	--	--	--	--	--	--	--	0	--	--	100	--
ATLANTA C OF ART (1)	46.9	37.3	+	--	--	*42.7	9.8	21	29	57	0	7.7
BEULAH HEIGHTS BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
BREWTON-PARKER C (1)	39.8	34.8	31.0	--	--	*33.8	3.4	52	33	46	4	7.7
CARVER BIBLE INST & C (3)	--	--	--	--	--	--	--	--	--	--	--	--
EMMANUEL C (1)	30.5	29.0	27.0	24.6	--	*27.6	--	31	48	0	0	3.9
GEORGIA BAPTIST C OF NURSING (1)	+	48.8	39.6	39.0	--	*41.6	--	28	100	0	13	--
MOREHOUSE C (4)	56.1	44.0	35.3	30.3	--	*41.6	--	160	30	--	1	--
MORRIS BROWN C (1)	50.8	34.8	29.8	25.8	--	30.9	-11	93	40	18	0	15.6
PAINE C (3)	--	--	--	--	--	--	--	--	--	--	--	--
REINHARDT C (1)	36.4	32.9	26.7	23.4	--	*29.9	4.4	32	59	41	3	5.9
SHORTER C (1)	39.5	33.5	31.5	29.5	--	*34.0	--	63	25	48	0	--
SPELMAN C (1)	56.1	43.4	37.0	31.6	--	*41.1	--	131	63	41	0	--
THOMAS C (1)	29.2	26.5	24.7	20.4	--	*26.0	15.0	35	37	0	3	3.7
WESLEYAN C (1)	57.7	45.0	35.9	34.3	--	*40.9	--	39	51	41	0	7.9
BA+												
AGNES SCOTT C (1)	55.2	44.7	37.4	--	--	*46.6	6.7	64	59	70	0	11.1
BERRY C (1)	54.9	44.8	35.5	27.3	--	*41.1	2.8	88	31	40	9	10.4
BRENAU U (1)	44.2	37.8	30.4	--	--	*34.8	5.9	56	64	0	13	--
COVENANT C (1)	44.3	38.5	33.5	--	--	*40.2	--	39	3	26	0	10.2
LA GRANGE C (1)	46.6	36.4	31.3	--	--	37.3	--	51	33	51	4	8.6
LIFE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
OGLETHORPE U (1)	55.3	49.0	36.8	--	47.9	*48.1	4.3	48	25	58	0	9.7
PIEDMONT C (1)	45.8	35.9	31.5	--	--	*35.4	--	51	33	39	0	--
SAVANNAH C OF ART & DESIGN (4)	+	--	--	--	--	+	--	56	39	--	52	--
TOCCOA FALLS C (1)	39.2	29.9	27.6	--	--	*29.3	4.6	45	20	22	0	8.8

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac. (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
DOCTORAL												
CLARK ATLANTA U (1)	53.6	44.2	35.7	26.9	--	40.0	0.0	310	37	36	4	12.3
COLUMBIA THEOL SEM (1)	46.9	39.0	+	--	--	*45.1	1.8	20	20	0	0	20.8
EMORY U (1)	88.7	57.9	48.9	--	--	67.9	4.1	488	27	70	14	18.3
INST OF PAPER SCIENCE & TECHNOLOGY (1)	--	--	--	--	--	--	--	0	--	--	100	--
INTERDENOMINATIONAL THEOL CTR (1)	48.9	37.5	31.9	--	--	*39.5	-4.7	22	36	73	0	9.1
LUTHER RICE SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
MERCER U (1)	62.7	45.2	36.9	26.9	--	46.7	4.7	206	27	58	19	11.5
MERCER U IN ATLANTA (1)	--	--	--	--	--	--	--	--	--	--	--	--
HAWAII												
Public Institutions												
AA												
HAWAII CC (1)	54.9	44.7	40.6	36.8	--	44.4	-3.1	67	46	70	8	13.2
HONOLULU CC (1)	52.5	46.6	44.3	37.9	--	44.5	1.0	116	32	65	6	11.4
KAPIOLANI CC (1)	55.6	47.7	41.8	38.1	--	44.6	1.0	118	53	66	21	13.3
KAUAI CC (1)	52.3	+	42.1	39.3	--	*42.5	-1.5	49	43	65	6	13.0
LEEWARD CC (1)	55.1	46.8	40.1	35.7	--	44.2	-0.4	127	45	65	2	13.2
MAUI CC (1)	55.4	49.0	43.7	37.3	--	*43.5	--	55	55	53	19	13.1
WINDWARD CC (1)	51.3	47.4	41.4	37.8	--	44.6	--	37	43	81	3	12.9
BA												
U OF HAWAII AT WEST OAHU (1)	52.2	46.1	41.8	--	--	*48.0	-1.2	22	32	55	0	13.8
BA+												
U OF HAWAII AT HILO (1)	59.8	48.1	43.2	30.2	--	48.6	-1.8	107	34	63	19	14.1
DOCTORAL												
U OF HAWAII AT MANOA (1)	72.0	54.7	47.1	35.6	--	57.7	-1.7	835	34	64	20	15.1
Independent Institutions												
BA												
BRIGHAM YOUNG U-HAWAII CAMPUS (1)	62.9	53.6	45.3	41.0	--	52.0	--	88	20	66	18	15.9
BA+												
CHAMINADE U OF HONOLULU (1)	43.4	38.5	32.4	--	--	*38.6	--	57	40	61	0	--
HAWAII PACIFIC U (1)	--	--	--	--	--	--	--	0	--	--	100	--
ORIENTAL MED INST OF HAWAII (3)	--	--	--	--	--	--	--	--	--	--	--	--
REDEMPTION BIBLE C (3)	--	--	--	--	--	--	--	--	--	--	--	--
IDAHO												
Public Institutions												
AA												
C OF SOUTHERN IDAHO (1)	43.4	38.6	32.6	30.7	--	35.2	4.2	73	41	0	27	10.4
NORTH IDAHO C (1)	--	--	--	--	37.6	37.6	3.3	106	44	74	3	11.9
BA												
LEWIS-CLARK STATE C (1)	42.8	37.3	30.8	--	--	*37.3	--	72	35	60	9	10.8
DOCTORAL												
BOISE STATE U (1)	49.8	42.6	37.9	31.6	33.6	43.1	--	410	29	73	6	11.8
IDAHO STATE U (1)	51.6	41.8	37.0	29.4	--	40.7	3.1	388	33	53	19	11.7
U OF IDAHO (1)	55.5	45.2	41.2	32.6	--	47.7	5.6	396	20	72	29	12.9

	Prof. ($)	Assc ($)	Asst ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Independent Institutions												
AA												
RICKS C (1)	--	--	--	--	42.7	42.7	7.4	306	15	82	0	9.5
BA												
ALBERTSON C OF IDAHO (1)	47.9	37.5	33.2	--	--	*39.4	--	63	32	51	0	9.5
BOISE BIBLE C (1)	37.0	+	--	--	--	*37.0	--	5	0	0	17	7.1
BA+												
NORTHWEST NAZARENE C (1)	--	--	--	--	37.5	37.5	8.6	74	30	0	13	11.0

ILLINOIS

	Prof. ($)	Assc ($)	Asst ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Public Institutions												
AA												
BELLEVILLE AREA C (1)	--	--	--	--	48.8	48.8	3.0	112	39	87	3	2.2
BLACK HAWK C (1)	--	--	--	--	42.5	42.5	-0.3	130	48	92	4	--
CARL SANDBURG C (1)	--	--	--	--	37.8	37.8	4.6	54	48	89	10	3.7
CITY CS OF CHICAGO-HAROLD WASHINGTON C (1)	--	--	--	--	56.2	56.2	11.8	150	39	97	0	--
CITY CS OF CHICAGO-HARRY S TRUMAN C (1)	--	--	--	--	53.4	53.4	3.6	145	46	86	0	--
CITY CS OF CHICAGO-KENNEDY-KING C (1)	--	--	--	--	50.7	50.7	-4.3	148	56	56	0	--
CITY CS OF CHICAGO-MALCOLM X C (1)	--	--	--	--	53.8	53.8	4.3	93	54	85	0	--
CITY CS OF CHICAGO-OLIVE-HARVEY C (1)	--	--	--	--	56.4	56.4	1.3	101	42	90	0	--
CITY CS OF CHICAGO-RICHARD J DALEY C (1)	--	--	--	--	58.1	58.1	3.0	107	35	96	0	--
CITY CS OF CHICAGO-WILBUR WRIGHT C (1)	--	--	--	--	53.9	53.9	-3.3	142	39	85	0	--
C OF DU PAGE (1)	--	--	--	--	54.3	54.3	6.7	274	46	87	0	4.0
C OF LAKE COUNTY (1)	--	--	--	--	64.3	64.3	3.7	159	37	71	0	0.3
DANVILLE AREA CC (1)	--	--	--	--	36.0	36.0	5.7	56	50	86	0	3.2
ELGIN CC (1)	--	--	--	--	57.2	57.2	4.4	107	44	73	0	3.4
HIGHLAND CC (1)	--	--	--	--	45.1	45.1	7.1	44	30	93	10	3.1
ILLINOIS CENTRAL C (1)	--	--	--	--	42.2	42.2	2.3	168	38	86	5	2.3
IL EASTERN COMM COLLS-LINCOLN TRAIL C (1)	--	--	--	--	31.4	31.4	0.9	22	41	77	19	3.0
IL EASTERN COMM COLLS-OLNEY CENTRAL C (1)	--	--	--	--	34.7	34.7	2.7	42	50	74	0	--
IL EASTERN COMM COLLS-WABASH VALLEY C (1)	--	--	--	--	32.6	32.6	2.7	26	27	73	33	2.9
IL EASTERN CC-FRONTIER CC (1)	--	--	--	--	+	+	7.0	3	67	100	0	3.0
ILLINOIS VALLEY CC (1)	--	--	--	--	41.4	41.4	2.2	63	43	70	5	1.3
JOHN A LOGAN C (1)	--	--	--	--	42.0	42.0	1.9	95	47	80	0	2.2
JOHN WOOD CC (1)	--	--	--	--	--	--	--	0	--	--	100	--
JOLIET JR C (1)	--	--	--	--	50.2	50.2	3.1	145	36	89	0	0.2
KANKAKEE CC (1)	--	--	--	--	42.8	42.8	4.9	52	48	90	0	2.8
KASKASKIA C (1)	--	--	--	--	40.7	40.7	2.3	55	35	84	11	2.6
KISHWAUKEE C (1)	--	--	--	--	34.7	34.7	-2.8	67	51	87	0	--
LAKE LAND C (1)	--	--	--	--	38.7	38.7	5.1	96	40	78	9	1.9
LEWIS & CLARK CC (1)	--	--	--	--	45.7	45.7	5.3	75	45	88	0	2.6
LINCOLN LAND CC (1)	--	--	--	--	47.2	47.2	3.2	124	40	53	1	3.6
MCHENRY COUNTY C (1)	--	--	--	--	44.9	44.9	5.1	70	44	81	0	3.4
MORAINE VALLEY CC (1)	--	--	--	--	48.2	48.2	3.0	159	46	89	0	5.5
MORTON C (1)	--	--	--	--	49.7	49.7	-1.3	48	58	79	0	8.5
OAKTON CC (1)	--	--	--	--	59.3	59.3	3.7	130	56	92	0	3.6
PARKLAND C (1)	--	--	--	--	46.0	46.0	2.6	149	49	85	0	3.2
PRAIRIE STATE C (1)	--	--	--	--	45.7	45.7	5.0	68	51	90	0	2.4

	Prof ($)	Assc ($)	Asst ($)	Inst./ Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
REND LAKE C (1)	--	--	--	--	39.5	39.5	3.4	59	49	81	11	2.4
RICHLAND CC (1)	--	--	--	--	40.2	40.2	2.2	48	33	75	0	3.8
ROCK VALLEY C (1)	--	--	--	--	45.0	45.0	0.6	118	33	85	6	1.4
SAUK VALLEY CC (1)	--	--	--	--	38.3	38.3	2.5	48	38	81	2	2.2
SHAWNEE CC (1)	--	--	--	--	35.5	35.5	3.2	45	51	51	0	0.4
SOUTH SUBURBAN C (1)	--	--	--	--	47.3	47.3	0.3	123	53	74	0	4.3
SOUTHEASTERN ILLINOIS C (1)	--	--	--	--	38.9	38.9	2.8	49	47	80	35	3.0
SPOON RIVER C (1)	--	--	--	--	35.2	35.2	-6.1	36	42	67	0	3.4
STATE CC (1)	--	--	--	--	35.2	35.2	2.7	24	63	88	0	--
TRITON C (1)	--	--	--	--	56.9	56.9	4.4	163	37	98	0	1.3
WAUBONSEE CC (1)	--	--	--	--	44.9	44.9	2.9	72	53	72	1	2.8
WILLIAM RAINEY HARPER C (1)	--	--	--	--	57.4	57.4	0.1	182	52	87	0	4.9
BA+												
CHICAGO STATE U (1)	48.8	39.1	33.8	23.2	--	*36.8	--	316	43	51	7	6.0
EASTERN ILLINOIS U (1)	50.0	43.4	34.1	24.4	--	40.2	--	519	39	57	10	6.8
GOVERNORS STATE U (1)	--	--	--	--	54.5	*54.5	--	6	33	33	96	7.2
NORTHEASTERN ILLINOIS U (1)	56.7	47.0	41.7	24.5	--	47.6	14.0	297	39	69	7	7.5
U OF ILLINOIS AT SPRINGFIELD (1)	55.5	48.3	42.0	--	--	48.7	--	146	31	66	7	8.1
WESTERN ILLINOIS U (1)	53.4	44.7	36.9	26.0	--	43.8	3.0	579	32	61	6	7.5
DOCTORAL												
ILLINOIS STATE U (1)	57.6	45.6	39.4	30.1	26.7	*46.2	--	730	33	62	5	7.5
NORTHERN ILLINOIS U (1)	61.4	46.4	39.8	22.4	--	46.0	2.0	875	34	59	7	8.4
SOUTHERN ILLINOIS U-CARBONDALE (1)	59.3	45.2	37.8	23.6	--	43.9	3.7	839	28	62	14	7.9
SOUTHERN ILLINOIS U-EDWARDSVILLE (1)	53.0	45.8	38.9	30.5	--	44.1	2.3	367	37	62	20	7.9
U OF ILLINOIS AT CHICAGO (1)	69.8	52.7	44.5	34.6	--	56.4	4.0	868	26	70	25	8.9
U OF ILLINOIS AT URBANA (1)	75.7	53.5	46.5	44.2	--	62.8	4.9	1,696	20	76	7	9.6
Independent Institutions												
AA												
LEXINGTON INST OF HOSPITY CAREERS (1)	--	--	--	--	--	--	--	0	--	--	100	--
LINCOLN C (1)	--	--	--	--	35.7	35.7	3.4	32	44	47	0	7.0
MACCORMAC C (1)	+	30.4	28.1	--	--	*28.8	5.2	20	65	0	0	5.5
MONTAY C (4)	--	--	--	--	--	--	--	--	--	--	--	--
MORRISON INST OF TECHNOLOGY (1)	--	--	--	--	28.6	28.6	--	8	38	0	0	5.0
ROBERT MORRIS C-ORLAND PARK BRANCH (1)	--	--	--	--	--	--	--	--	--	--	--	--
ROBERT MORRIS C-SPRINGFIELD BRANCH (1)	--	--	--	--	--	--	--	--	--	--	--	--
SAINT AUGUSTINE C (1)	--	+	--	24.2	20.9	*23.4	-1.3	16	44	0	20	4.4
SPRINGFIELD C IN ILLINOIS (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA												
AUGUSTANA C (1)	55.3	46.3	37.9	34.5	--	*45.1	--	131	38	62	0	12.9
BARAT C (1)	56.7	43.4	35.7	--	--	43.8	7.6	33	52	48	0	8.4
BLACKBURN C (1)	--	--	--	--	32.9	32.9	2.9	27	33	70	0	--
BLESSING RIEMAN C OF NURSING (1)	--	--	40.3	--	--	*40.3	--	11	100	0	0	9.4
EAST-WEST U (1)	--	30.3	+	--	--	*30.3	--	7	57	14	0	4.7
ELMHURST C (1)	54.3	44.4	37.3	32.6	--	*44.1	--	96	40	71	0	9.9
GREENVILLE C (1)	40.1	35.3	31.3	--	--	*35.8	--	51	25	67	2	9.8
ILLINOIS C (1)	55.4	44.9	36.0	--	--	*45.4	--	52	23	62	0	--
ILLINOIS C OF OPTOMETRY (1)	--	--	--	--	--	--	--	0	--	--	100	--
ILLINOIS WESLEYAN U (1)	60.7	47.4	37.1	33.8	--	*45.4	--	139	45	58	0	11.8

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac. (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
JUDSON C (1)	45.5	41.7	34.6	--	--	*40.2	--	36	31	31	0	9.1
KENDALL C (1)	+	+	+	--	--	+	8.8	8	63	0	67	6.8
KNOX C (1)	56.5	45.0	38.4	34.3	--	45.7	--	91	36	54	0	10.7
LAKEVIEW C OF NURSING (1)	--	--	--	--	--	--	--	0	--	--	100	--
MACMURRAY C (1)	34.7	32.0	27.5	21.6	--	*29.5	-2.4	44	43	52	33	--
MCKENDREE C (1)	45.9	41.6	36.0	33.2	--	*40.3	--	48	42	65	0	8.8
MILLIKIN U (1)	52.6	44.6	33.4	30.0	--	41.4	--	128	32	60	0	10.2
MONMOUTH C (1)	48.1	38.9	35.0	--	--	*42.0	7.2	49	22	73	0	7.6
NAES C (3)	--	--	--	--	--	--	--	--	--	--	--	--
PRINCIPIA C (1)	49.1	43.6	36.7	31.7	--	*42.9	--	48	27	0	0	9.6
ROBERT MORRIS C (1)	--	--	--	--	32.6	32.6	5.2	67	66	0	6	7.4
SAINT ANTHONY C OF NURSING (1)	--	--	37.7	32.6	--	34.3	--	9	100	0	0	7.3
SAINT FRANCIS MED CTR C OF NURSING (1)	--	+	42.2	36.1	--	*39.7	--	17	100	0	0	--
SAINT JOSEPH C OF NURSING (1)	--	+	43.9	32.5	--	*38.2	--	13	100	0	0	10.9
SHIMER C (1)	--	--	--	--	25.8	25.8	--	12	33	0	0	6.0
ST JOHNS C-DEPT OF NURSING (1)	--	--	32.8	--	--	32.8	--	3	100	0	83	4.8
TRINITY CHRISTIAN C (1)	45.4	42.2	38.1	--	--	41.3	5.6	39	31	54	5	11.6
TRINITY INT'L U (1)	43.0	38.1	32.6	--	--	*36.9	--	30	33	63	0	6.4
WEST SUBURBAN C OF NURSING (1)	--	40.8	37.8	34.8	--	37.8	--	12	100	0	0	3.8
BA+												
AURORA U (1)	46.4	38.6	33.6	35.0	--	38.4	0.8	78	54	0	1	9.4
BRADLEY U (1)	61.0	49.1	39.5	30.2	--	*46.8	--	299	30	52	1	10.1
C OF SAINT FRANCIS (1)	47.3	45.5	36.8	--	--	41.4	3.2	48	52	2	9	11.1
COLUMBIA C (1)	--	--	--	--	43.9	43.9	3.3	184	40	0	4	10.2
CONCORDIA U (1)	43.6	38.7	32.2	--	--	*38.6	--	75	33	52	0	8.2
EUREKA C (1)	43.4	36.9	32.7	--	--	37.4	2.6	36	28	42	0	8.5
HEBREW THEOL C (3)	--	--	--	--	--	--	--	--	--	--	--	--
ILLINOIS BENEDICTINE C (1)	49.6	41.2	30.3	--	--	43.1	-0.6	85	35	72	0	9.7
JOHN MARSHALL LAW SCHL (1)	95.3	72.3	54.3	--	--	82.4	6.2	51	25	76	0	24.7
KNOWLEDGE SYSTEMS INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
LAKE FOREST C (1)	64.2	47.7	39.1	41.9	--	*51.4	1.9	76	34	70	0	14.2
LAKE FOREST GRAD SCHL OF MGMT (3)	--	--	--	--	--	--	--	--	--	--	--	--
LEWIS U (1)	50.8	43.0	35.9	22.4	--	*42.2	--	107	46	47	12	8.9
LINCOLN CHRISTIAN C & SEM (1)	39.3	36.6	33.2	--	--	*37.0	--	30	10	100	0	7.3
MENNONITE C OF NURSING (1)	--	+	33.9	31.1	--	*32.6	--	17	100	0	0	7.2
MOODY BIBLE INST (4)	+	+	+	--	--	+	--	57	26	--	0	--
NORTH CENTRAL C (1)	51.5	43.9	36.6	--	--	*44.3	3.2	87	34	67	0	9.8
NORTH PARK C & THEOL SEM (1)	44.7	37.0	32.1	28.5	--	*37.9	--	86	42	64	0	9.3
OLIVET NAZARENE U (1)	42.5	35.0	29.7	--	--	*35.6	--	81	36	49	1	8.4
PARKS C OF SAINT LOUIS U (1)	65.6	50.0	41.4	--	--	*51.3	4.8	42	14	64	19	10.8
QUINCY U (1)	41.6	38.7	31.4	--	+	*37.3	--	54	15	59	0	8.6
ROCKFORD C (1)	44.2	37.4	31.8	--	--	38.0	6.0	80	35	55	0	7.4
ROSARY C (1)	50.4	37.8	41.4	--	27.5	*41.0	1.5	69	57	57	0	--
SAINT XAVIER U (1)	56.1	46.1	38.6	29.0	--	45.5	3.4	137	54	67	0	9.1
SCHL OF ART INST OF CHICAGO (1)	--	--	--	--	--	--	--	0	--	--	100	--
VANDERCOOK C OF MUSIC (1)	--	--	--	--	--	--	--	0	--	--	100	--

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
DOCTORAL												
ADLER SCHL OF PROF PSYCH (1)	--	--	--	--	--	--	--	0	--	--	100	--
AMERICAN CONSERVATORY OF MUSIC (4)	--	--	--	--	--	--	--	--	--	--	--	--
BRISK RABBINICAL C (3)	--	--	--	--	--	--	--	--	--	--	--	--
CATHOLIC THEOL UNION AT CHICAGO (1)	19.6	15.3	16.7	--	--	*17.4	--	22	36	55	37	--
CHICAGO SCHL OF PROF PSYCH (1)	--	--	--	--	18.7	*18.7	--	5	40	0	69	3.4
CHICAGO THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
DEPAUL U (4)	74.9	58.0	45.5	37.3	--	56.7	--	466	34	--	5	--
GARRETT-EVANGELICAL THEOL SEM (1)	55.5	45.7	+	--	--	*52.7	13.3	22	36	68	0	10.4
ILLINOIS INST OF TECHNOLOGY (1)	70.0	49.1	46.8	35.4	--	*53.8	--	258	16	57	8	14.7
LOYOLA U OF CHICAGO (1)	79.1	54.6	44.6	--	--	*58.8	--	453	31	72	15	13.9
LUTHERAN SCHL OF THEOLOGY AT CHICAGO (1)	--	--	--	--	--	--	--	0	--	--	100	--
MCCORMICK THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
MEADVILLE-LOMBARD THEOL SCHL (3)	--	--	--	--	--	--	--	--	--	--	--	--
NATIONAL-LOUIS U (1)	54.8	42.3	35.3	29.3	24.4	37.9	1.4	269	64	41	3	7.6
NORTHERN BAPTIST THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
NORTHWESTERN U (1)	92.0	64.5	54.7	--	--	77.1	3.7	878	19	71	0	16.3
ROOSEVELT U (1)	53.0	40.6	40.2	30.5	--	43.8	--	164	34	67	0	12.5
RUSH U (4)	--	--	--	--	--	--	--	--	--	--	--	--
SEABURY-WESTERN THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
SPERTUS C (1)	+	+	+	--	--	+	6.0	3	0	33	0	14.0
TELSHE YESHIVA-CHICAGO (3)	--	--	--	--	--	--	--	--	--	--	--	--
TRINITY EVANGELICAL DIVINITY SCHL (1)	54.7	43.9	39.4	--	--	*47.9	6.3	30	10	53	0	9.6
U OF CHICAGO (1)	97.9	62.9	57.1	37.4	--	81.6	3.7	710	18	72	13	19.3
U OF SAINT MARY OF THE LAKE (1)	--	--	--	--	--	--	--	0	--	--	100	--
WHEATON C (1)	55.6	47.0	39.3	--	--	*48.5	--	166	19	61	0	14.2

INDIANA

Public Institutions

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
AA												
IVY TECH STATE C-CENTRAL INDIANA (1)	--	--	--	--	30.5	30.5	5.7	93	46	0	20	9.6
IVY TECH STATE C-COLUMBUS (1)	--	--	--	--	29.0	29.0	6.3	50	56	0	0	9.8
IVY TECH STATE C-EAST CENTRAL (1)	--	--	--	--	30.3	30.3	-7.9	41	46	0	0	9.8
IVY TECH STATE C-KOKOMO (1)	--	--	--	--	35.4	35.4	0.5	34	59	0	0	10.8
IVY TECH STATE C-LAFAYETTE (1)	--	--	--	--	29.6	29.6	-1.1	40	65	0	0	10.2
IVY TECH STATE C-NORTH CENTRAL (1)	--	--	--	--	33.3	33.3	4.7	57	61	0	0	10.4
IVY TECH STATE C-NORTHEAST (1)	--	--	--	--	32.7	32.7	-1.2	57	56	0	0	8.7
IVY TECH STATE C-NORTHWEST (1)	--	--	--	--	29.4	29.4	2.9	55	53	0	0	14.1
IVY TECH STATE C-SOUTH CENTRAL (1)	--	--	--	--	34.9	34.9	0.5	36	58	0	0	8.4
IVY TECH STATE C-SOUTHEAST (1)	--	--	--	--	26.0	26.0	-1.9	30	67	0	0	9.0
IVY TECH STATE C-SOUTHWEST (1)	--	--	--	--	32.2	32.2	6.2	46	54	0	0	10.4
IVY TECH STATE C-WABASH VALLEY (1)	--	--	--	--	27.9	27.9	2.1	65	54	0	0	9.3
IVY TECH STATE C-WHITEWATER (1)	--	--	--	--	28.7	28.7	-1.1	19	53	0	0	9.5
VINCENNES U (1)	47.7	40.3	35.4	30.7	--	41.8	7.7	341	39	79	6	13.1
BA+												
INDIANA U-EAST (1)	50.4	41.7	34.4	29.6	--	*35.6	--	60	52	30	3	12.0
INDIANA U-KOKOMO (1)	54.8	43.8	39.8	33.4	--	*42.1		74	46	42	5	13.9
INDIANA U-NORTHWEST (1)	58.2	47.1	42.9	31.3	--	*45.1	--	132	33	50	12	15.4
INDIANA U-PURDUE U-FORT WAYNE (1)	52.9	42.2	37.1	23.1	--	*40.2	--	282	33	57	8	12.1

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INDIANA U-SOUTH BEND (1)	57.9	46.3	38.2	32.4	--	43.4	--	165	35	45	9	14.9
INDIANA U-SOUTHEAST (1)	56.1	42.3	39.6	30.7	--	*44.6	--	115	43	50	3	15.6
PURDUE U-CALUMET CAMPUS (1)	54.1	44.7	37.6	24.6	--	42.9	4.0	225	40	69	10	12.6
PURDUE U-NORTH CENTRAL CAMPUS (1)	46.8	40.2	34.7	--	--	*38.5	6.0	65	51	66	12	11.8
U OF SOUTHERN INDIANA (1)	51.7	45.1	40.0	30.9	--	40.4	3.1	185	41	45	10	11.4
DOCTORAL												
BALL STATE U (1)	57.7	45.9	36.1	24.4	--	*42.9	--	906	39	51	0	13.3
INDIANA STATE U (1)	53.9	42.2	36.5	24.2	--	44.6	3.1	539	32	71	2	13.0
INDIANA U-BLOOMINGTON (1)	71.9	51.0	44.2	33.8	--	57.2	5.0	1,192	26	63	11	18.9
INDIANA U-PURDUE U-INDIANAPOLIS (1)	67.6	49.3	41.7	30.1	--	49.1	4.2	499	37	58	26	16.8
PURDUE U-MAIN CAMPUS (1)	76.2	51.1	44.5	31.0	--	57.0	--	1,043	24	66	28	15.9
Independent Institutions												
AA												
ANCILLA C (1)	--	34.6	+	--	--	*34.6	0.8	9	33	44	0	6.5
DAVENPORT C-MERRILLVILLE (1)	--	--	--	--	--	--	--	0	--	--	100	--
DAVENPORT C-SOUTH BEND (1)	--	--	--	--	--	--	--	0	--	--	100	--
HOLY CROSS C (1)	--	32.5	28.9		--	*30.1	2.5	24	42	0	0	5.7
MID-AMERICA C OF FUNERAL SERV (4)	--	--	--	--	--	--	--	0	--	--	--	--
BA												
CALUMET C OF SAINT JOSEPH (1)	39.2	31.4	29.3	25.6		*30.0	1.5	22	27	36	4	8.3
DEPAUW U (1)	57.4	47.0	37.0	--	--	48.7	3.8	146	27	72	0	14.7
FRANKLIN C OF INDIANA (1)	42.7	36.4	32.9	--	--	*38.6	--	55	31	71	2	9.8
GOSHEN C (1)	39.3	37.9	29.7	--	--	*35.6	--	71	41	52	4	9.0
HANOVER C (1)	59.2	45.7	39.6	32.5	--	45.8	2.9	96	28	49	0	11.2
INDIANA INST OF TECHNOLOGY (1)	+	34.1	36.8	--	--	*35.5	1.9	17	18	29	0	--
LUTHERAN C OF HLTH PROFESSIONS (1)	+	37.9	34.5	31.5	--	*34.2	2.6	33	88	0	6	7.1
MARIAN C (1)	42.6	33.2	31.1	--	--	*33.7	--	74	53	47	0	8.0
SAINT MARYS C (1)	55.5	44.8	36.5	30.2	--	*42.5	--	114	58	66	0	12.8
SAINT MEINRAD C (1)	35.7	+	38.6	--	--	*36.7	2.8	16	19	81	0	6.0
TAYLOR U-FT WAYNE (1)	30.6	28.9	29.8	--	--	*29.5	3.3	21	24	10	9	11.3
TAYLOR U-UPLAND (1)	41.6	36.7	31.1	--	--	*37.0	2.2	100	27	61	3	13.9
TRI-STATE U (1)	44.2	35.6	33.5	--	--	*37.4	6.4	65	17	48	0	8.2
TRI-STATE U-FORT WAYNE CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
WABASH C (1)	65.2	51.4	38.2	--	--	*55.1	--	74	15	77	0	--
BA+												
ASSOCIATED MENNONITE BIBLICAL SEM (1)	43.4	32.4	--	--	--	*39.7	--	11	18	91	0	--
BETHEL C (1)	38.5	32.4	31.1	--	+	*32.3	4.5	48	40	29	0	8.1
BUTLER U (1)	55.8	45.2	39.6	27.0	--	*46.0	--	197	30	65	15	11.3
EARLHAM C (1)	53.4	42.7	35.4	--	--	46.2	2.8	81	37	75	0	12.8
HUNTINGTON C (1)	46.6	39.4	32.8	--	--	*39.8	5.1	40	35	53	0	9.3
INDIANA WESLEYAN U (1)	44.1	36.9	32.4	--	--	*36.4	--	84	39	13	2	10.2
MANCHESTER C (1)	42.1	36.1	30.0	--	--	*36.1	--	65	26	63	6	8.4
MARTIN U (1)	--	--	--	--	--	--	--	0	--	--	100	--
OAKLAND CITY U (1)	+	30.2	27.1	25.1	--	*28.4	2.9	21	38	14	28	7.6
ROSE-HULMAN INST OF TECHNOLOGY (1)	65.5	56.0	47.9	--	--	58.3	--	116	16	72	0	17.5
SAINT FRANCIS C (4)	+	+	+	--	--	+	--	35	40	--	10	--
SAINT JOSEPHS C (1)	40.9	36.2	31.4	--	--	*35.0	--	42	33	71	0	9.5
SAINT MARY-OF-THE-WOODS C (1)	+	+	--	--	--	+	3.8	3	67	100	93	--

	Prof ($)	Assc ($)	Asst ($)	Inst./ Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
SAINT MEINRAD SCHL OF THEOLOGY (1)	+	+	27.8	--	--	*27.8	9.0	10	10	50	0	4.8
U OF EVANSVILLE (1)	56.3	46.5	36.4	32.1	--	*45.3	4.7	176	30	86	0	9.7
U OF INDIANAPOLIS (1)	52.9	44.3	38.7	33.8	--	41.7	--	106	51	33	21	9.8
VALPARAISO U (1)	59.9	44.7	38.4	--	--	*47.9	--	172	26	66	0	11.3
DOCTORAL												
ANDERSON U (1)	43.0	36.8	34.0	26.2	--	37.4	4.4	129	34	62	5	8.0
CHRISTIAN THEOL SEM (1)	53.3	46.5	37.9	--	--	*47.0	--	16	31	69	0	15.5
GRACE C & THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF NOTRE DAME (1)	86.8	60.6	50.0		--	*68.9	--	670	17	72	0	15.3
IOWA												
Public Institutions												
AA												
DES MOINES CC (1)	--	--	--	--	38.1	38.1	3.5	161	58	0	38	9.2
EASTERN IOWA CC DISTRICT (1)	--	--	--	--	34.4	34.4	1.3	110	47	0	30	8.7
HAWKEYE CC (1)	--	--	--	--	33.5	33.5	4.7	84	48	0	24	9.0
INDIAN HILLS CC (1)	--	--	--	--	33.0	33.0	3.1	81	56	0	36	7.3
INDIAN HILLS CC-CTRVILLE CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
IOWA CENTRAL CC (1)	37.0	35.1	36.2	33.9	--	*35.4	--	60	33	100	29	7.0
IOWA LAKES CC (1)	--	--	--	--	36.1	36.1	3.0	31	32	0	54	9.7
IOWA VALLEY CC DISTRICT (1)	40.3	34.9	30.8	26.0	--	*35.7	--	62	44	0	23	10.1
IOWA WESTERN CC (1)	40.6	34.7	30.0	27.9	--	33.6	3.6	74	38	0	30	8.3
KIRKWOOD CC (1)	39.7	35.0	31.9	27.5	--	35.1	--	92	40	100	53	10.4
NORTH IOWA AREA CC (1)	--	--	--	--	39.8	39.8	3.6	71	32	94	16	6.2
NORTHEAST IOWA CC-CALMAR (1)	--	--	--	--	34.8	34.8	4.9	71	66	0	29	8.9
NORTHEAST IOWA CC-PEOSTA (1)	--	--	--	--	--	--	--	--	--	--	--	--
NORTHWEST IOWA CC (1)	--	--	--	--	28.8	28.8	2.6	17	41	0	55	8.3
SOUTHEASTERN CC (1)	--	--	--	--	44.9	44.9	1.8	63	27	0	16	6.0
SOUTHWESTERN CC (1)	--	--	--	--	31.4	31.4	-4.1	27	33	0	37	10.4
WESTERN IOWA TECH CC (1)	--	--	--	--	33.0	33.0	2.6	49	49	0	33	8.0
DOCTORAL												
IOWA STATE U (1)	72.2	53.2	43.3	29.4	--	57.2	8.4	807	27	76	22	13.7
U OF IOWA (1)	73.4	53.2	44.7	33.4	--	*60.6	--	913	28	75	16	15.4
U OF NORTHERN IOWA (1)	62.1	48.7	41.6	33.9	--	47.6	2.6	628	37	62	1	12.3
Independent Institutions												
AA												
AMERICAN INST OF BUSINESS (1)	--	--	--	--	+	+	--	3	67	0	88	7.2
IOWA METHODIST SCHL OF NURSING (1)	--	--	--	--	49.4	49.4	--	12	100	0	0	16.1
BA												
ALLEN C (1)	--	--	37.2	--	--	37.2	0.5	12	100	0	0	8.3
BRIAR CLIFF C (1)	38.9	33.7	30.2	--	--	*33.8	--	63	46	51	0	9.8
BUENA VISTA U (1)	55.2	42.5	36.9	31.2	--	42.5	3.0	63	32	52	2	11.0
CENTRAL C (1)	48.7	43.5	34.1	--	--	*42.3	--	83	33	73	0	9.2
CORNELL C (1)	56.6	42.8	35.5	--	--	*46.8	--	79	27	72	0	10.4
DIVINE WORD C (1)	+	31.3	28.2	25.7	--	*27.3	13.5	19	58	5	0	6.5
GRACELAND C (1)	45.8	36.5	32.8	27.7	--	*37.6	5.7	81	40	49	0	6.9
GRINNELL C (1)	72.1	57.1	42.3	--	--	*56.9	2.4	143	37	60	0	13.7
IOWA WESLEYAN C (1)	26.6	23.8	23.6	20.7	--	*24.1	--	39	56	51	7	--

	Prof. ($)	Assc ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd (%)	% 11/12 (%)	Avg. Bene. ($)
LUTHER C (1)	51.6	42.8	37.5	31.9	+	*43.5	--	158	34	63	1	12.8
MOUNT MERCY C (1)	39.5	38.2	32.6	--	--	*35.5	1.8	62	47	68	2	7.6
MOUNT ST CLARE C (1)	--	--	--	--	32.2	32.2	3.5	20	35	0	5	6.0
SIMPSON C (1)	51.6	40.5	33.4	31.4	--	41.0	3.0	70	37	59	1	15.2
VENNARD C (1)	--	--	--	--	--	--	--	--	--	--	--	--
WALDORF C (1)	35.4	34.5	26.5	27.2	--	*30.0	--	27	37	44	21	9.1
WARTBURG C (1)	48.8	38.4	33.4	34.2	--	*39.6	3.6	76	37	61	0	12.0
WESTMAR U (1)	37.9	31.9	28.6	20.8	--	*28.1	--	33	36	36	0	--
WILLIAM PENN C (1)	37.3	32.4	26.6	26.5	--	*29.5	--	41	37	34	0	30.0
BA+												
CLARKE C (1)	47.7	37.7	32.9	29.7	--	*35.6	--	59	59	37	5	7.4
COE C (1)	53.5	43.6	34.5	--	--	44.4	-1.4	78	32	73	0	13.1
DORDT C (1)	46.9	38.7	33.9	29.1	--	*40.1	6.1	69	10	55	0	13.5
FAITH BAPTIST BIBLE C & SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
GRAND VIEW C (1)	43.2	35.7	32.6	--	+	*36.5	--	70	54	66	0	9.4
LORAS C (1)	44.5	37.6	33.5	29.5	--	38.5	3.6	109	24	61	0	7.8
MORNINGSIDE C (1)	41.4	35.9	32.9	--	--	*37.0	--	69	39	67	0	8.6
NORTHWESTERN C (1)	45.7	38.7	32.0	--	--	*36.6	2.3	62	21	56	0	9.9
PALMER C OF CHIROPRACTIC (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAINT AMBROSE U (1)	47.8	39.0	34.6	--	--	*39.2	5.8	95	32	46	14	10.2
TEIKYO MARYCREST U (1)	--	31.2	27.6	--	--	*29.5	--	16	75	50	64	4.7
U OF OSTEOPATHIC MEDICINE & HLTH SCI (1)	--	--	--	--	--	--	--	0	--	--	100	--
UPPER IOWA U (1)	--	--	--	--	--	--	--	0	--	--	100	--
WARTBURG THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
DOCTORAL												
DRAKE U (1)	63.8	47.2	40.7	36.1	--	51.0	5.9	239	30	66	11	12.4
MAHARISHI U OF MGMT (1)	7.9	5.9	4.6	3.1	--	*5.1	--	54	22	0	4	10.3
U OF DUBUQUE (1)	36.4	34.5	33.5	--	--	34.9	5.6	46	35	70	0	7.9

KANSAS

Public Institutions

	Prof. ($)	Assc ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd (%)	% 11/12 (%)	Avg. Bene. ($)
AA												
ALLEN COUNTY CC (1)	--	--	--	--	30.8	30.8	-10	26	27	69	4	5.1
BARTON COUNTY CC (1)	--	--	--	--	30.4	30.4	-1.6	52	58	71	9	5.7
BUTLER COUNTY CC (1)	--	--	--	--	33.6	33.6	4.5	119	54	0	2	7.9
CLOUD COUNTY CC (1)	--	--	--	--	29.5	29.5	2.0	33	36	91	3	8.0
COFFEYVILLE CC (1)	--	--	--	--	28.2	28.2	1.3	37	38	73	12	5.5
COLBY CC (1)	--	--	--	--	32.5	32.5	6.7	54	48	76	0	4.3
COWLEY COUNTY CC (1)	--	--	--	--	30.8	30.8	-4.1	40	40	68	0	7.8
DODGE CITY CC (1)	36.9	30.9	27.1	25.6	35.3	*32.7	4.4	53	42	66	0	6.2
FORT SCOTT CC (1)	--	--	--	--	31.3	31.3	12.6	31	29	71	38	2.9
GARDEN CITY CC (1)	--	--	--	--	35.0	35.0	3.4	67	42	79	0	6.7
HIGHLAND CC (1)	--	--	--	--	30.4	30.4	8.3	30	37	0	0	4.5
HUTCHINSON CC (1)	--	--	--	--	35.6	35.6	-0.5	91	43	81	13	8.4
INDEPENDENCE CC (1)	--	--	--	--	33.2	33.2	13.6	28	32	79	7	7.5
JOHNSON COUNTY CC (1)	--	--	--	--	44.0	44.0	3.0	256	45	0	5	13.9
KANSAS CITY KANSAS CC (1)	--	--	--	--	40.5	40.5	-0.9	129	53	71	0	6.7
LABETTE CC (1)	--	--	--	--	34.5	34.5	-0.2	36	61	72	0	5.4
NEOSHO COUNTY CC (1)	--	--	--	--	29.2	29.2	-26	37	35	100	18	7.4

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
PRATT CC (1)	--	--	--	--	29.9	29.9	3.4	39	51	74	0	5.3
SEWARD COUNTY CC (1)	--	--	--	--	31.8	31.8	-0.7	28	46	68	22	5.2
BA												
HASKELL INDIAN NATIONS U (1)	--	--	--	42.0	+	*42.0	--	50	40	88	0	7.2
KANSAS STATE U SALINA C OF TECHN (1)	42.3	39.5	42.7	32.6	--	*39.6	--	36	6	58	12	10.4
BA+												
FORT HAYS STATE U (1)	46.2	42.3	34.4	30.3	--	*39.3	--	195	34	55	19	9.6
PITTSBURG STATE U (1)	47.8	39.6	35.5	28.6	--	*38.9	--	241	33	59	16	10.5
U.S. ARMY COMMAND & GENRL STAFF C (4)	--	--	--	--	--	--	--	--	--	--	--	--
WASHBURN U OF TOPEKA (1)	63.2	46.7	36.0	29.0	--	*48.4	--	193	38	72	7	10.9
DOCTORAL												
EMPORIA STATE U (1)	46.8	40.3	36.6	27.5	--	38.6	0.9	206	39	53	14	9.6
KANSAS STATE U OF AGRICULTURE & APP SCI (1)	57.9	44.4	39.6	28.7	--	46.0	3.6	644	27	65	23	11.5
U OF KANSAS MAIN CAMPUS (1)	63.4	45.9	39.4	26.5	--	*52.6	--	964	22	78	3	12.3
U OF KANSAS MED CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
WICHITA STATE U (1)	58.6	45.6	39.1	25.5	--	45.0	4.4	434	30	66	7	11.8
Independent Institutions												
AA												
DONNELLY C (1)	--	--	--	--	20.6	20.6	1.3	17	53	0	0	2.6
HESSTON C (1)	--	--	--	--	27.0	27.0	1.8	27	33	0	7	5.8
BA												
BAKER U C OF ARTS & SCIENCES (1)	39.7	34.1	29.9	--	--	*34.4	2.3	58	29	66	0	7.5
BAKER U SCHL OF NURSING (1)	--	--	--	--	--	--	--	--	--	--	--	--
BARCLAY C (1)	--	+	22.1	--	--	*22.1	-16	8	38	0	0	--
BETHANY C (1)	34.6	28.0	25.6	--	--	*28.6	--	53	30	58	0	7.7
BETHEL C (1)	34.9	30.6	28.8	--	--	*31.2	10.0	55	42	56	8	6.6
CENTRAL C (1)	--	--	--	--	25.6	25.6	17.5	19	21	0	0	--
KANSAS CITY C & BIBLE SCHL (3)	--	--	--	--	--	--	--	--	--	--	--	--
MANHATTAN CHRISTIAN C (1)	+	30.2	+	--	--	*30.2	1.0	10	20	0	0	--
MCPHERSON C (1)	34.6	30.0	26.4	--	--	*29.7	3.5	40	30	45	0	--
OTTAWA U (1)	37.4	33.5	28.4	--	--	*31.1	2.7	25	40	60	7	--
STERLING C (1)	29.4	25.2	26.4	--	--	*26.5	--	32	25	69	0	--
TABOR C (1)	33.4	28.2	22.9	20.5	--	*27.0	1.0	28	36	39	0	--
BA+												
BAKER U SCH OF PROF & GRAD STUDIES-SPGS (4)	--	--	--	--	--	--	--	--	--	--	--	--
BENEDICTINE C (1)	37.8	34.2	29.3	--	--	*32.5	-4.7	50	36	56	0	6.1
CENTRAL BAPTIST THEOL SEM (1)	41.7	+	--	--	--	*41.7	--	8	25	63	20	--
FRIENDS U (1)	37.8	36.4	33.2	27.9	--	*34.3	6.2	52	48	10	15	7.0
KANSAS NEWMAN C (1)	37.5	35.9	29.0	28.3	--	*32.5	--	57	63	11	24	6.7
KANSAS WESLEYAN U (1)	34.1	29.1	27.8	--	--	*29.7	--	41	44	51	0	5.5
MIDAMERICA NAZARENE C (1)	37.6	32.3	28.3	26.1	--	*32.0	6.2	56	38	0	13	8.7
OTTAWA U-KANSAS CITY (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAINT MARY C (1)	37.6	31.5	28.3	--	--	*30.8	3.1	36	61	47	0	6.8
SOUTHWESTERN C (1)	39.0	34.8	29.1	--	--	*33.9	7.3	42	45	40	0	7.1
KENTUCKY												
Public Institutions												
AA												
ASHLAND CC (1)	43.3	33.5	28.4	27.4	--	33.1	3.0	940	53	57	5	7.9

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ELIZABETHTOWN CC (1)	--	--	--	--	--	--	--	--	--	--	--	--
HAZARD CC (1)	--	--	--	--	--	--	--	--	--	--	--	--
HENDERSON CC (1)	--	--	--	--	--	--	--	--	--	--	--	--
HOPKINSVILLE CC (1)	--	--	--	--	--	--	--	--	--	--	--	--
JEFFERSON CC (1)	--	--	--	--	--	--	--	--	--	--	--	--
LEXINGTON CC (1)	--	--	--	--	--	--	--	--	--	--	--	--
MADISONVILLE CC (1)	--	--	--	--	--	--	--	--	--	--	--	--
MAYSVILLE CC (1)	--	--	--	--	--	--	--	--	--	--	--	--
OWENSBORO CC (1)	--	--	--	--	--	--	--	--	--	--	--	--
PADUCAH CC (1)	--	--	--	--	--	--	--	--	--	--	--	--
PRESTONSBURG CC (1)	--	--	--	--	--	--	--	--	--	--	--	--
SOMERSET CC (1)	--	--	--	--	--	--	--	--	--	--	--	--
SOUTHEAST CC (1)	--	--	--	--	--	--	--	--	--	--	--	--
BA+												
EASTERN KENTUCKY U (1)	53.9	46.1	38.0	29.3	--	45.4	2.8	536	43	72	9	11.7
KENTUCKY STATE U (1)	53.4	43.0	37.0	27.1	--	*40.4	--	117	36	57	8	10.5
MOREHEAD STATE U (1)	52.4	41.1	33.7	25.0	--	39.6	1.0	337	38	63	0	10.4
MURRAY STATE U (1)	50.9	43.2	36.0	30.4	--	*41.0	--	297	33	56	12	11.6
NORTHERN KENTUCKY U (1)	57.8	43.5	36.9	25.6	--	*41.9	--	345	41	57	8	8.8
WESTERN KENTUCKY U (1)	53.6	43.6	36.1	30.8	+	*43.9	--	499	35	63	8	10.1
DOCTORAL												
U OF KENTUCKY (1)	69.3	49.3	43.1	46.6	--	54.9	3.3	819	26	73	34	13.8
U OF LOUISVILLE (1)	60.9	44.3	37.6	32.5	--	*47.7	--	450	32	65	33	10.6
Independent Institutions												
AA												
LEES C (1)	+	+	25.9	27.1	--	*26.4	4.3	21	62	29	0	4.8
SAINT CATHARINE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA												
ALICE LLOYD C (1)	34.1	27.9	26.0	21.3	--	*24.2	--	47	47	0	0	7.4
ASBURY C (1)	43.0	36.8	30.5	25.8	--	*36.7	--	80	24	58	0	8.8
BEREA C (1)	54.3	44.3	33.5	49.4	--	44.3	--	111	36	68	2	7.4
CENTRE C (1)	54.1	44.0	37.0	33.7	--	44.8	1.2	86	29	55	0	16.7
CLEAR CREEK BAPTIST BIBLE C (1)	+	+	+	--	--	+	142	6	17	0	0	11.6
C OF THE SCRIPTURES (3)	--	--	--	--	--	--	--	--	--	--	--	--
KENTUCKY WESLEYAN C (1)	38.7	33.3	29.1	--	--	*34.2	--	47	32	64	2	8.8
MID-CONTINENT BAPTIST BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
MIDWAY C (1)	--	--	--	--	31.2	31.2	-0.8	40	80	38	9	6.5
PIKEVILLE C (1)	37.0	32.6	29.1	22.8	19.3	*30.6	0.4	59	51	2	0	5.9
SUE BENNETT C (4)	--	25.1	--	--	--	25.1	--	28	46	--	0	--
THOMAS MORE C (1)	42.1	36.0	28.5	--	--	*34.8	6.5	61	36	51	0	9.0
TRANSYLVANIA U (1)	49.2	41.7	32.9	--	--	*40.9	--	62	27	66	0	--
BA+												
BELLARMINE C (1)	51.1	42.0	38.3	32.4	--	*43.1	--	91	40	62	0	5.5
BRESCIA C (1)	+	34.2	29.7	--	--	*31.4	6.1	28	36	46	10	--
CAMPBELLSVILLE C (1)	37.0	32.8	28.0	23.9	--	*31.0	--	53	34	42	0	9.1
CUMBERLAND C (1)	35.5	30.3	29.1	25.7	--	*29.8	--	87	32	38	0	7.4
GEORGETOWN C (1)	41.7	34.9	30.7	--	--	*36.4	--	70	33	61	4	7.4
LINDSEY WILSON C (1)	41.3	32.7	28.9	27.9	12.7	*29.5	--	45	33	0	0	4.9

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
UNION C (1)	35.8	31.6	28.2	23.0	--	*31.5	--	47	38	53	0	6.5
DOCTORAL												
ASBURY THEOL SEM (1)	51.7	42.0	36.3	--	--	*49.1	--	38	13	74	0	13.6
LEXINGTON THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
LOUISVILLE PRESBYTERIAN THEOL SEM (1)	52.0	+	+	--	--	*52.0	-2.3	15	40	67	0	--
SOUTHERN BAPTIST THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
SPALDING U (1)	37.9	34.6	33.4	30.2	--	34.4	--	63	65	49	7	6.5
LOUISIANA												
Public Institutions												
AA												
BOSSIER PARISH CC (1)	--	--	--	--	30.2	30.2	6.4	80	53	0	0	7.6
DELGADO CC (1)	43.2	37.6	31.3	27.4	--	32.8	6.2	304	60	62	4	--
ELAINE P NUNEZ CC (1)	--	31.7	31.3	24.5	--	*27.8	--	43	53	42	7	--
LOUISIANA STATE U-ALEXANDRIA (1)	37.3	33.1	27.8	24.6	--	*32.0	1.0	67	48	67	1	5.8
LOUISIANA STATE U-EUNICE (1)	39.4	34.3	30.7	27.5	--	*31.7	--	56	54	39	14	7.5
SOUTHERN U-SHREVEPORT-BOSSIER CITY CAMP (1)	+	33.6	35.1	26.0	--	*30.1	1.9	36	61	47	25	--
BA+												
LOUISIANA STATE U-SHREVEPORT (1)	46.0	38.9	33.9	25.0	--	39.2	-1.1	141	33	71	3	8.4
MCNEESE STATE U (1)	46.8	37.3	32.2	25.5	--	37.2	0.3	279	39	68	3	7.7
NICHOLLS STATE U (1)	46.1	38.4	33.9	24.2	--	*35.6	--	255	43	55	9	7.4
NORTHWESTERN STATE U OF LOUISIANA (1)	45.5	39.2	32.8	27.1	--	36.3	5.7	236	50	45	10	7.2
SOUTHEASTERN LOUISIANA U (1)	50.2	41.9	34.5	26.1	--	36.5	6.4	431	51	42	0	7.5
SOUTHERN U-NEW ORLEANS (1)	44.1	37.4	31.5	29.9	--	34.6	--	97	37	67	21	6.9
DOCTORAL												
GRAMBLING STATE U (1)	47.9	40.4	35.3	28.1	--	36.7	7.3	237	43	49	17	7.1
LOUISIANA ST UNIV & AGRL & MECH & HEBERT LAWS CTR (1)	61.1	44.3	37.9	26.7	--	46.3	0.4	978	27	62	33	9.7
LOUISIANA STATE U-MED CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
LOUISIANA TECH U (1)	49.7	41.1	36.0	24.2	--	39.8	3.8	324	36	58	15	10.1
NORTHEAST LOUISIANA U (1)	47.0	38.1	33.6	24.1	--	33.9	2.7	365	46	39	21	7.3
SOUTHERN U & A&M C-BATON ROUGE (1)	49.4	42.2	35.1	27.5	--	39.4	2.4	416	48	68	4	--
U OF NEW ORLEANS (1)	52.0	38.5	36.0	22.9	--	41.1	2.6	492	31	65	3	8.1
U OF SOUTHWESTERN LOUISIANA (1)	54.9	43.0	37.4	28.9	--	42.3	1.9	540	34	60	4	7.8
Independent Institutions												
BA												
DILLARD U (1)	47.9	42.0	36.0	28.0	--	*37.6	--	89	49	9	8	7.1
LOUISIANA C (1)	38.8	32.4	32.4	30.5	--	*35.0	--	62	42	65	0	10.6
BA+												
CENTENARY C OF LOUISIANA (1)	49.2	38.0	33.8	--	+	*42.0	--	68	24	62	0	9.9
LOYOLA U IN NEW ORLEANS (1)	64.5	49.6	42.2	32.8	--	51.6	4.1	237	35	70	4	12.7
OUR LADY OF HOLY CROSS C (1)	+	36.7	36.1	31.0	--	*35.7	12.3	26	54	0	0	6.1
XAVIER U OF LOUISIANA (1)	49.9	39.7	34.4	28.3	--	37.6	7.1	177	37	31	18	5.9
DOCTORAL												
NEW ORLEANS BAPTIST THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
TULANE U OF LOUISIANA (1)	75.9	55.1	43.0	26.2	24.0	55.7	--	509	24	65	52	6.5

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	Prof ($)	Assc ($)	Asst ($)	Inst./ Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
MAINE												
Public Institutions												
AA												
CENTRAL MAINE TECH C (1)	--	--	--	--	34.2	34.2	4.3	47	32	100	0	12.7
EASTERN MAINE TECH C (1)	--	--	--	--	32.5	32.5	3.8	50	26	0	6	3.3
KENNEBEC VALLEY TECH C (1)	--	--	--	--	31.2	31.2	-0.8	29	62	0	17	10.7
NORTHERN MAINE TECH C (1)	--	--	--	--	33.1	33.1	-0.8	45	31	0	0	--
SOUTHERN MAINE TECH C (1)	--	--	--	--	34.2	34.2	4.8	75	29	0	16	11.2
WASHINGTON COUNTY TECH C (1)	--	--	--	--	34.2	34.2	2.1	24	21	92	4	--
BA												
U OF MAINE AT AUGUSTA (1)	45.5	37.1	29.8	25.0	--	*36.9	--	97	43	67	1	10.4
U OF MAINE AT FARMINGTON (1)	47.7	35.7	30.1	31.1	--	39.7	--	103	37	68	2	11.1
U OF MAINE AT FORT KENT (1)	44.1	36.3	35.4	--	--	*37.3	--	33	42	52	0	10.7
U OF MAINE AT MACHIAS (1)	45.3	37.1	29.8	--	--	*37.0	--	36	31	75	0	10.7
U OF MAINE AT PRESQUE ISLE (1)	43.2	37.4	32.4	--	--	*38.0	4.3	59	29	68	2	10.4
BA+												
MAINE MARITIME ACAD (1)	45.1	37.3	32.7	24.1	--	*36.2	2.6	57	18	0	0	--
U OF SOUTHERN MAINE (1)	60.0	45.3	38.1	--	--	*47.8	3.3	303	33	74	1	12.2
DOCTORAL												
U OF MAINE (1)	58.3	45.7	38.4	35.3	--	47.4	6.4	386	30	74	3	12.5
Independent Institutions												
AA												
CENTRAL MAINE MED CTR SCHL OF NURSING (1)	--	--	--	--	35.5	35.5	2.7	7	100	0	13	5.7
BA												
BATES C (1)	73.3	52.3	43.1	--	--	*57.1	4.1	129	34	65	0	13.3
BOWDOIN C (1)	77.3	55.3	42.8	38.0	--	*58.4	3.4	131	37	63	0	13.8
COLBY C (1)	--	--	--	--	--	--	--	0	--	--	100	--
MAINE C OF ART (1)	--	--	--	--	--	--	--	0	--	--	100	--
UNITY C (1)	37.9	33.1	28.4		--	*32.3	2.2	31	29	0	0	7.0
WESTBROOK C (1)	+	32.4	26.8	--	--	*29.0	5.5	25	56	0	11	5.9
BA+												
C OF THE ATLANTIC (1)	--	--	--	--	37.3	37.3	6.6	18	39	0	0	8.8
HUSSON C (1)	43.4	38.1	33.1	--	--	37.2	--	45	58	38	0	4.9
SAINT JOSEPHS C (1)	+	36.1	32.7	--	--	*33.4	--	45	69	40	8	--
THOMAS C (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF NEW ENGLAND (1)	51.1	41.2	34.9	--	--	*39.1	1.9	59	46	44	40	--
DOCTORAL												
BANGOR THEOL SEM (1)	43.6	--	+	--	--	*43.6	2.8	8	38	25	0	8.1
MARYLAND												
Public Institutions												
AA												
ALLEGANY CC (1)	46.0	38.5	32.3	--	--	38.7	0.6	65	52	72	25	11.3
ANNE ARUNDEL CC (1)	55.2	44.7	37.0	31.4	--	45.4	2.9	193	42	65	4	11.5
BALTIMORE CITY CC (1)	45.3	40.0	34.1	--	--	*38.1	5.1	123	55	0	2	--
CARROLL CC (1)	+	44.9	33.7	31.9	--	*36.2	--	37	65	0	8	9.0
CATONSVILLE CC (1)	54.6	46.0	35.7	28.7	--	43.4	0.4	158	45	75	11	11.7
CECIL CC (1)	50.5	43.0	35.9	--	--	*44.0	--	36	53	44	23	--

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg. ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg. Bene ($)
CHARLES COUNTY CC (1)	51.8	41.1	35.5	--	--	*45.4	--	79	51	68	0	12.6
CHESAPEAKE C (1)	46.3	42.6	36.1	30.7	--	*40.7	5.6	36	42	39	12	10.5
DUNDALK CC (1)	52.9	43.2	36.6	--	--	*42.9	--	49	49	88	8	14.7
ESSEX CC (1)	54.0	45.2	35.9	30.6	--	*46.4	--	138	43	91	7	13.4
FREDERICK CC (1)	48.0	43.6	36.7	--	--	*41.4	0.6	65	52	0	6	10.9
GARRETT CC (1)	36.0	31.8	+	--	--	*34.7	0.7	14	43	50	0	12.3
HAGERSTOWN JR C (1)	47.3	36.7	30.2	29.7	--	*42.4	-0.5	50	50	72	12	12.6
HARFORD CC (1)	52.5	48.9	41.8	--	--	*47.7	--	68	46	87	19	14.5
HOWARD CC (1)	54.9	46.2	39.7	31.5	--	*43.3	--	79	67	0	16	11.2
MONTGOMERY C OF GERMANTOWN (1)	50.7	41.9	37.4	--	--	46.6	-0.1	60	42	22	0	12.5
MONTGOMERY C OF ROCKVILLE (1)	54.7	43.9	39.4	32.8	--	*49.7	--	253	45	43	0	13.8
MONTGOMERY C OF TAKOMA PARK (1)	52.3	42.5	38.0	34.3	--	*48.3	--	85	56	27	0	12.8
PRINCE GEORGES CC (1)	55.9	47.5	34.1	36.0	--	49.8	1.4	198	49	67	0	8.5
WOR-WIC CC (1)	52.2	41.0	37.3	29.4	--	*35.6	--	33	70	0	11	--
BA												
SAINT MARYS C OF MARYLAND (1)	64.2	50.0	38.4	34.2	--	48.1	--	104	38	56	0	12.0
U.S. NAVAL ACAD (1)	71.4	54.1	46.4	30.1	--	59.0	15.7	286	23	76	4	10.2
BA+												
BOWIE STATE U (1)	55.8	47.6	40.0	33.4	--	43.6	--	146	42	49	0	12.1
COPPIN STATE C (1)	60.4	46.8	40.1	30.5	--	*45.9	--	105	46	68	1	14.1
FROSTBURG STATE U (1)	53.7	44.0	38.1	29.0	--	43.1	2.0	238	34	69	0	11.1
SALISBURY STATE U (1)	58.5	46.8	38.2	31.2	--	43.5	4.6	245	36	64	0	10.8
TOWSON STATE U (1)	57.3	46.7	40.7	33.6	--	47.6	3.3	465	36	76	0	14.5
U OF BALTIMORE (1)	80.5	62.1	53.3	--	--	66.1	8.0	152	32	66	5	16.1
U OF MARYLAND U C (1)	--	--	--	30.0	--	30.0	--	10	40	0	0	6.9
DOCTORAL												
MORGAN STATE U (1)	63.2	51.9	43.5	35.9	--	47.9	3.0	213	36	50	11	16.1
U OF MARYLAND BALTIMORE COUNTY (1)	66.7	47.6	43.0	31.2	--	49.7	--	310	28	62	14	12.4
U OF MARYLAND BALTIMORE PROF SCHS (1)	94.5	71.7	49.3	--	--	*79.2	7.8	56	23	80	84	18.2
U OF MARYLAND C PARK CAMPUS (1)	74.0	52.3	46.2	32.7	+	*57.6	--	1,074	31	71	28	13.4
U OF MARYLAND EASTERN SHORE (1)	54.3	45.0	40.5	29.4	--	*37.9	0.4	82	37	30	35	10.9
Independent Institutions												
AA												
BALTIMORE INT'L CULINARY C (1)	--	--	--	--	--	--	--	0	--	--	100	--
MARYLAND C OF ART & DESIGN (1)	+	--	+	--	--	+	3.3	3	67	0	0	1.8
BA												
COLUMBIA UNION C (1)	--	--	--	--	--	--	--	0	--	--	100	--
EASTERN CHRISTIAN C (3)	--	--	--	--	--	--	--	--	--	--	--	--
POTOMAC C (1)	--	--	--	--	--	--	--	0	--	--	100	--
SOJOURNER-DOUGLAS C (1)	--	--	--	--	--	--	--	0	--	--	100	--
VILLA JULIE C (1)	+	42.2	35.6	29.2	--	*37.0	4.6	49	71	0	25	7.0
BA+												
CAPITOL C (1)	42.4	35.1	33.7	--	--	*38.1	16.2	14	29	0	22	--
C OF NOTRE DAME MARYLAND (1)	47.5	39.3	31.8	--	--	*38.9	--	71	66	30	5	5.9
GOUCHER C (1)	57.2	44.2	36.2	33.3	--	*44.9	--	74	64	64	0	--
HOOD C (1)	51.7	42.8	36.2	--	--	*42.4	--	77	56	60	0	9.9
MARYLAND INST C OF ART (1)	--	--	--	--	46.4	46.4	5.7	43	30	0	0	10.5
MOUNT SAINT MARYS C (1)	52.4	40.8	35.2	32.3	--	*40.0	--	94	33	52	0	10.3

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
ST JOHN S C (1)	—			—	47.3	47.3	-0.0	48	19	69	0	14.8
WASHINGTON BIBLE C (1)	31.5	26.2	24.5		—	*27.4	-1.3	12	17	0	8	5.4
WASHINGTON C (1)	50.7	41.6	35.8	—	—	*45.5	—	64	30	77	0	12.4
WASHINGTON THEOL UNION (1)	—	+	+		—	+	2.5	3	33	0	63	2.2
WESTERN MARYLAND C (1)	50.7	41.0	33.7		—	*43.3	—	77	35	79	0	13.0
DOCTORAL												
BALTIMORE HEBREW U (1)	—	—			—		—	0	—	—	100	—
JOHNS HOPKINS U (1)	84.6	58.8	47.9	38.8	55.9	*68.8	2.7	470	27	55	45	16.2
LOYOLA C (1)	66.5	50.2	40.3	29.4		*50.4	—	221	34	72	0	13.7
NER ISRAEL RABBINICAL C (1)				—		—	—	0	—	—	100	—
PEABODY INST OF JOHNS HOPKINS U (1)	54.5					54.5	36.1	75	31	0	0	11.6

MASSACHUSETTS

Public Institutions

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
AA												
BERKSHIRE CC (1)	44.0	34.6	33.3	29.5		*41.5	0.5	73	53	81	0	13.2
BRISTOL CC (1)	43.2	34.5	30.3	30.6	—	38.9	-1.2	100	51	74	0	4.9
BUNKER HILL CC (1)	40.9	33.3	32.5	32.1		*38.5	—	131	56	82	0	
CAPE COD CC (1)	45.3	34.7	34.7	31.3	—	41.8	3.9	83	52	76	0	—
GREENFIELD CC (1)	43.0	34.2	32.9	30.1		39.1	—	62	48	77	0	12.4
HOLYOKE CC (1)	41.9	31.8	29.1	29.1	—	*39.0		125	50	82	0	—
MASSACHUSETTS BAY CC (1)	43.7	40.4	38.3	37.6	—	*40.5		99	59	49	18	10.0
MASSASOIT CC (1)	42.1	33.1	33.7	28.9		*40.8	—	152	46	88	0	6.6
MIDDLESEX CC (1)	40.4	35.1	33.0	—		*38.6	—	125	61	80	0	0.3
MOUNT WACHUSETT CC (1)	41.2	+	31.8	28.4		*38.5	—	70	40	76	0	5.8
NORTH SHORE CC (1)	43.7	35.4	31.8	31.3		*41.8	0.5	118	49	80	0	0.0
NORTHERN ESSEX CC (1)	44.1	36.3	33.2	30.6	—	*41.5		121	48	93	0	9.2
QUINCY C (1)	—			—	34.5	34.5	4.5	57	63	60	0	4.0
QUINSIGAMOND CC (1)	42.6	37.3	38.6	35.9	—	*41.8		94	51	83	0	1.0
ROXBURY CC (1)	44.8	36.2	32.3	30.6	—	*39.4		72	47	75	0	6.2
SPRINGFIELD TECH CC (1)	44.2	36.6	35.0	32.3	—	*41.7		174	53	81	0	13.2
BA												
FRANKLIN INST OF BOSTON (1)	37.4	33.2	28.8	24.6		*29.2	3.4	27	19	0	0	7.8
MASSACHUSETTS MARITIME ACAD (1)	53.4	49.8	43.8	—	—	*50.6	1.5	53	9	79	0	15.0
BA+												
BRIDGEWATER STATE C (1)	51.0	43.5	37.8	29.3	—	45.8	1.3	258	39	83	0	15.1
FITCHBURG STATE C (1)	50.3	42.3	36.8	28.3		*43.7	—	213	41	79	0	5.9
FRAMINGHAM STATE C (1)	51.5	41.2	36.9	28.6	—	44.6	1.3	171	45	78	0	12.0
MASSACHUSETTS C OF ART (1)	50.1	40.1	35.2	—	—	*43.3	—	63	49	60	0	
NORTH ADAMS STATE C (1)	51.1	39.6	34.8	26.9	—	*41.8	—	95	32	78	0	
SALEM STATE C (1)	52.7	43.5	37.1	30.9		*44.4	—	316	42	75	0	14.3
WESTFIELD STATE C (1)	50.5	42.8	37.2	—		45.2	-0.5	163	30	82	0	6.7
WORCESTER STATE C (1)	52.6	45.1	35.7	30.0		*45.4	—	166	42	75	0	
DOCTORAL												
U OF MASSACHUSETTS-AMHERST (1)	70.3	53.1	43.3	36.7		60.4	—	1,079	25	79	6	14.9
U OF MASSACHUSETTS-BOSTON (1)	65.9	53.9	45.2	43.2		*55.3	—	434	37	72	6	13.9
U OF MASSACHUSETTS-DARTMOUTH (1)	57.0	48.9	42.7	38.3		*52.2	—	333	29	77	0	14.1
U OF MASSACHUSETTS-LOWELL (1)	65.6	53.9	45.8	42.8		59.2	1.1	434	26	85	0	14.5

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene ($)
Independent Institutions												
AA												
AQUINAS C AT MILTON (1)	--	--	--	--	--	--	--	0	--	--	100	--
AQUINAS C AT NEWTON (1)	--	--	--	--	--	--	--	0	--	--	100	--
BAY STATE C (1)	--	--	--	--	34.4	34.4	1.5	21	71	0	0	5.2
BECKER C-LEICESTER (1)	39.9	33.0	28.8	--	--	*36.0	--	20	60	0	0	--
DEAN C (1)	43.0	38.4	29.9	--	--	*33.9	3.7	43	44	37	0	9.6
FISHER C (1)	--	--	--	--	38.4	38.4	8.6	17	76	0	0	8.8
LABOURE C (1)	+	+	35.4	--	--	*35.4	6.5	17	82	0	0	6.5
MARIAN COURT C (1)	--	--	--	--	+	+	--	1	100	0	86	3.9
BA												
AMHERST C (1)	77.2	52.6	44.8	--	--	66.0	3.6	154	28	79	0	18.0
ART INST OF BOSTON (1)	32.4	28.3	+	--	+	*30.2	8.4	17	29	0	0	4.0
BAY PATH C (1)	+	37.4	33.4	--	--	*35.5	5.4	20	75	0	0	7.7
BECKER C-WORCESTER (1)	43.3	38.0	30.6	--	--	*38.8	5.5	29	59	0	0	7.8
BERKLEE C OF MUSIC (1)	55.6	43.6	37.1	--	--	*42.4	--	137	7	0	0	7.3
BRADFORD C (1)	45.4	37.0	31.4	25.1	--	*37.9	--	36	39	0	0	11.2
C OF THE HOLY CROSS (1)	72.2	53.8	43.7	--	--	*55.7	--	186	33	66	0	--
ENDICOTT C (1)	37.7	32.2	33.9	--	+	*35.5	6.0	41	66	0	2	10.3
FORSYTH SCHL FOR DENTAL HYGIENISTS (1)	--	--	--	--	--	--	--	0	--	--	100	--
GORDON C (1)	47.4	38.7	34.6	31.1	--	*41.7	--	71	28	59	1	13.4
HAMPSHIRE C (1)	50.0	40.8	34.1	--	--	43.2	3.9	90	47	0	0	10.9
LASELL C (1)	+	37.9	37.3	28.7	+	*36.3	5.3	29	72	7	0	--
MERRIMACK C (1)	49.6	40.7	33.0	--	--	40.1	0.8	125	29	67	0	10.7
MONTSERRAT C OF ART (1)	--	--	--	--	--	--	--	0	--	--	100	--
MOUNT IDA C (1)	--	--	--	--	--	--	--	0	--	--	100	--
NEW ENGLAND DANCE CONSERVATORY (3)	--	--	--	--	--	--	--	--	--	--	--	--
NEWBURY C INC (1)	--	--	--	--	--	--	--	0	--	--	100	--
RADCLIFFE C (1)	--	--	--	--	--	--	--	--	--	--	--	--
SIMONS ROCK C OF BARD (1)	--	--	--	--	--	--	--	0	--	--	100	--
STONEHILL C (1)	54.7	45.4	37.1	--	--	44.7	2.4	118	31	64	0	13.0
WELLESLEY C (1)	84.8	58.5	47.9	56.1	--	*67.3	--	226	54	65	0	20.1
WENTWORTH INST OF TECHNOLOGY (1)	42.7	38.8	39.2	--	--	*39.6	--	99	15	0	9	--
WHEATON C (1)	63.3	45.5	38.0	31.6	--	51.1	1.6	93	52	58	0	12.0
BA+												
ANNA MARIA C (1)	40.9	39.4	33.2	26.6	--	*34.6	-0.9	31	52	61	0	7.8
ASSUMPTION C (1)	52.5	42.6	35.6	29.6	--	*41.9	--	108	31	76	0	10.9
ATLANTIC UNION C (1)	+	+	+	--	--	+	0.8	5	40	20	90	12.4
BABSON C (1)	86.0	66.9	58.8	55.1	--	*68.7	5.2	128	29	61	0	17.6
BENTLEY C (1)	73.7	60.8	51.6	41.6	--	60.0	--	196	33	63	0	14.2
CAMBRIDGE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
C OF OUR LADY OF THE ELMS (1)	46.1	37.7	32.0	27.8	--	36.2	4.6	58	72	50	0	--
CONWAY SCHL OF LANDSCAPE DESIGN (1)	--	--	--	--	+	+	--	2	50	0	0	7.8
CURRY C (1)	51.8	40.3	33.3	28.0	--	*44.2	--	77	60	5	0	10.5
EMMANUEL C (1)	47.2	45.8	36.3	33.7	--	*42.8	--	49	71	49	0	9.4
HEBREW C (1)	+	+	--	--	--	+	2.3	4	25	75	0	5.8
HELLENIC C-HOLY CROSS GRK ORTH SCH OF THEOL (1)	52.5	47.3	+	--	+	*51.1	4.0	18	22	39	0	10.0
LIFE LABORATORIES SCHL OF MED TECHN (4)	--	--	--	--	--	--	--	0	--	--	--	--

	Prof ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene ($)
MGH INST OF HLTH PROFESSIONS (1)	+	59.9	48.7	34.7	- -	*47.9	-1.4	25	92	0	36	12.1
MOUNT HOLYOKE C (1)	73.8	54.4	43.5	47.1	- -	*60.2	- -	187	43	67	0	15.2
NICHOLS C (1)	+	45.6	34.9	- -	- -	*41.4	1.4	16	31	63	54	- -
PINE MANOR C (1)	40.4	35.2	25.2	- -	- -	*34.9	- -	25	72	60	0	6.4
REGIS C (1)	51.7	42.8	35.0	30.8	- -	*42.3	1.6	58	76	62	0	- -
SAINT JOHNS SEM (4)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
SCHL OF THE MUSEUM OF FINE ARTS (1)	- -	- -	- -	- -	34.1	34.1	1.3	48	27	0	0	8.8
THE BOSTON CONSERVATORY (1)	- -	- -	- -	- -	23.7	23.7	4.2	25	68	0	29	4.1
WESTERN NEW ENGLAND C (1)	71.9	52.6	44.8	35.7	28.0	57.0	- -	138	26	73	0	14.6
WHEELOCK C (1)	56.3	42.5	35.4	33.7	- -	*39.7	- -	58	71	38	0	- -
WILLIAMS C (1)	77.0	51.8	44.1	53.9	- -	59.7	5.7	211	34	62	0	17.3

DOCTORAL

	Prof ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene ($)
AMERICAN INT'L C (1)	47.0	38.3	32.9	24.3	- -	*36.3	4.6	74	45	49	0	8.8
ANDOVER NEWTON THEOL SCHL (1)	50.7	+	+	- -	- -	*50.7	2.8	15	27	80	0	- -
BOSTON C (1)	87.5	62.6	58.0	43.7	- -	68.5	- -	573	33	72	0	15.8
BOSTON U (1)	78.4	52.5	43.5	28.7	- -	58.4	- -	1,031	29	52	8	12.2
BRANDEIS U (1)	71.3	52.2	42.7	35.8	- -	*57.5	- -	317	30	66	0	14.2
CLARK U (1)	67.0	48.9	41.3	- -	- -	54.9	1.0	153	30	79	0	14.4
EMERSON C (1)	72.2	54.2	43.7	31.6	- -	*52.4	- -	87	36	48	6	14.7
EPISCOPAL DIVINITY SCHL (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
GORDON-CONWELL THEOL SEM (1)	54.8	42.7	36.9	- -	- -	*49.2	- -	29	7	72	0	- -
HARVARD U (1)	107.0	58.8	54.9	57.5	- -	*85.5	- -	1,115	21	57	0	19.6
LESLEY C (1)	52.6	43.9	40.4	- -	- -	*45.0	29.4	62	71	6	35	10.0
MA C OF PHARMACY & ALLIED HLTH SC (1)	58.5	49.6	41.4	- -	- -	*46.5	- -	36	31	0	50	9.5
MASSACHUSETTS INST OF TECHNOLOGY (1)	94.9	67.1	54.3	36.4	- -	*79.6	- -	899	15	68	8	20.6
NEW ENGLAND CONSERVATORY OF MUSIC (1)	- -	- -	- -	- -	38.6	38.6	1.1	66	32	0	0	5.8
NORTHEASTERN U (1)	75.6	57.8	50.5	28.2	36.1	58.8	- -	616	33	61	18	17.5
SIMMONS C (1)	60.8	49.8	40.4	35.1	- -	49.3	0.5	167	71	54	0	11.7
SMITH C (1)	78.8	55.8	44.3	38.8	- -	*64.6	- -	261	45	74	0	17.5
SPRINGFIELD C (1)	56.7	44.3	36.7	- -	- -	*43.5	5.7	145	45	54	24	10.4
SUFFOLK U (1)	77.6	55.7	49.5	31.6	- -	63.5	2.1	233	31	58	0	14.8
TUFTS U (1)	77.9	58.0	45.0	36.7	- -	*61.3	4.5	352	33	68	32	17.6
WESTON JESUIT SCHL OF THEOLOGY (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
WORCESTER POLYTECH INST (1)	68.4	54.6	48.0	- -	- -	*58.2	- -	196	12	73	0	11.7

MICHIGAN

Public Institutions

AA

	Prof ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene ($)
ALPENA CC (4)	- -	- -	- -	- -	+	+	- -	48	23	- -	0	- -
BAY DE NOC CC (1)	- -	- -	- -	- -	46.6	46.6	5.5	42	33	95	0	14.4
BAY MILLS CC (1)	- -	- -	- -	- -	18.9	18.9	35	11	64	0	0	6.6
DELTA C (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
GLEN OAKS CC (1)	56.4	- -	- -	25.8	- -	*53.2	- -	31	42	84	0	14.9
GOGEBIC CC (1)	51.0	38.6	- -	- -	- -	*49.6	- -	28	29	0	18	12.5
GRAND RAPIDS CC (1)	- -	- -	- -	- -	51.8	51.8	-1.5	207	40	92	11	12.9
HENRY FORD CC (1)	- -	- -	- -	- -	66.4	66.4	3.1	184	40	0	2	20.6
HIGHLAND PARK CC (1)	- -	- -	- -	- -	45.2	45.2	3.4	24	63	0	0	16.7
JACKSON CC (1)	61.2	56.7	51.0	45.9	39.4	55.1	- -	105	39	92	0	19.3
KALAMAZOO VALLEY CC-TEXAS TOWNSHIP (1)	- -	- -	- -	- -	48.8	48.8	4.6	105	33	81	0	14.3

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
KELLOGG CC (1)	- -	- -	- -	- -	52.4	52.4	0.9	80	48	91	7	15.9
KIRTLAND CC (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
LAKE MICHIGAN C (1)	- -	- -	- -	- -	42.3	42.3	14.5	62	42	0	0	17.1
LANSING CC (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
MACOMB CC (1)	- -	- -	- -	- -	57.1	57.1	3.7	257	27	96	0	20.7
MID MICHIGAN CC (1)	- -	- -	- -	- -	40.2	40.2	-2.2	38	45	87	0	- -
MONROE COUNTY CC (1)	62.3	57.4	51.2	44.3	- -	*55.2	- -	54	22	81	0	19.3
MONTCALM CC (1)	- -	- -	- -	- -	45.7	45.7	3.3	26	38	88	0	14.4
MOTT CC (1)	51.2	48.9	47.9	42.4	- -	49.5	-0.6	165	42	0	0	16.5
MUSKEGON CC (1)	- -	- -	- -	- -	52.3	52.3	2.3	99	37	0	0	17.2
NORTH CENTRAL MICHIGAN C (1)	51.3	- -	- -	- -	- -	*51.3	- -	28	32	100	0	- -
NORTHWESTERN MICHIGAN C (1)	- -	- -	- -	- -	48.0	48.0	-0.1	95	36	0	2	14.0
OAKLAND CC (1)	- -	- -	- -	- -	58.3	58.3	6.4	279	41	0	0	24.3
SCHLCRAFT C (1)	- -	- -	- -	- -	56.9	56.9	3.6	109	39	0	1	20.8
SOUTHWESTERN MICHIGAN C (1)	- -	- -	- -	- -	36.8	36.8	0.1	47	38	0	0	11.3
ST CLAIR COUNTY CC (1)	- -	- -	- -	- -	49.3	49.3	0.0	74	39	100	0	14.8
WASHTENAW CC (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
WAYNE COUNTY CC (1)	- -	- -	- -	- -	49.1	49.1	1.4	112	57	99	0	24.3
WEST SHORE CC (1)	46.1	36.5	- -	- -	- -	*45.0	- -	27	44	81	0	9.0
BA+												
FERRIS STATE U (1)	55.1	47.2	41.9	39.4	30.5	*47.4	- -	398	24	77	11	16.9
GRAND VALLEY STATE U (1)	60.8	51.1	40.7	33.8	- -	*49.1	- -	362	40	60	0	14.9
LAKE SUPERIOR STATE U (1)	53.3	47.0	36.7	- -	- -	*44.6	4.3	110	31	68	1	13.4
NORTHERN MICHIGAN U (1)	61.6	49.8	36.7	32.7	35.1	50.9	2.9	287	34	69	11	17.8
SAGINAW VALLEY STATE U (1)	54.9	45.6	36.5	27.7	- -	*47.9	- -	171	32	78	0	14.4
U OF MICHIGAN-DEARBORN (4)	+	+	+	- -	- -	+	- -	219	27	- -	0	- -
U OF MICHIGAN-FLINT (1)	59.3	47.6	39.0	31.0	- -	*45.1	- -	182	37	50	5	12.3
DOCTORAL												
CENTRAL MICHIGAN U (1)	61.6	47.7	41.0	32.5	- -	51.6	3.4	545	27	80	1	16.8
EASTERN MICHIGAN U (1)	59.0	46.3	39.8	26.0	- -	48.7	2.1	727	38	76	0	16.3
MICHIGAN STATE U (1)	67.7	52.6	44.5	34.8	- -	58.4	3.3	1 216	27	79	34	18.2
MICHIGAN TECHNOLOGICAL U (1)	69.5	51.0	45.8	35.5	- -	53.4	- -	347	16	67	6	18.1
OAKLAND U (1)	66.5	53.8	43.1	43.4	- -	*56.5	- -	353	28	85	0	18.6
U OF MICHIGAN-ANN ARBOR (1)	84.2	61.4	49.7	34.5	- -	*65.6	- -	1 709	28	62	13	16.2
WAYNE STATE U (1)	71.6	54.2	45.7	35.8	- -	55.1	3.3	764	33	60	17	12.7
WESTERN MICHIGAN U (1)	63.6	50.3	41.2	26.5	- -	51.8	1.8	669	28	73	8	13.4
Independent Institutions												
AA												
GREAT LAKES JR C OF BUSINESS (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
GREAT LAKES JR C OF BUSINESS-BAD AXE (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
GREAT LAKES JR C OF BUSINESS-BAY CITY (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
GREAT LAKES JR C OF BUSINESS-CARO (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
GREAT LAKES JR C OF BUSINESS-MIDLAND (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
LEWIS C OF BUSINESS (1)	- -	- -	- -	- -	14.8	14.8	-25	9	44	0	0	17.7
SUOMI C (1)	- -	- -	- -	- -	31.8	31.8	-1.6	21	67	67	0	6.9
BA												
ADRIAN C (1)	46.4	38.4	33.1	30.3	- -	*42.1	- -	64	33	80	0	11.1
ALBION C (1)	57.8	44.7	35.4	- -	- -	*46.8	- -	104	32	68	0	11.0
ALMA C (1)	55.9	45.1	37.8	30.3	- -	*46.1	- -	80	30	64	0	10.7

BEST COPY AVAILABLE

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
BAKER C OF AUBURN HILLS (1)	--	--	--	--	--	--	--	0	--	--	100	--
BAKER C OF CADILLAC (1)	--	--	--	--	--	--	--	0	--	--	100	--
BAKER C OF FLINT (1)	+	+	39.5	--	--	*39.5	-1.5	30	57	0	19	12.5
BAKER C OF MOUNT CLEMENS (1)	--	--	--	--	--	--	--	0	--	--	100	--
BAKER C OF MUSKEGON (1)	--	--	--	--	45.3	45.3	2.1	15	40	0	25	13.4
BAKER C OF OWOSSO (1)	+	49.9	+	--	--	*49.9	-2.3	9	33	0	0	12.0
BAKER C OF PORT HURON (1)	--	--	--	--	+	+	--	2	100	0	60	9.6
BLACK FOREST HALL (1)	--	--	--	--	--	--	--	0	--	--	100	--
CTR FOR CREATIVE STUDIES C OF ART & DESIGN (1)	42.0	36.4	28.9	--	--	*39.3	7.0	44	14	0	0	--
CLEARY C (1)	--	--	--	--	--	--	--	--	--	--	--	--
CLEARY C (1)	--	--	--	--	--	--	--	0	--	--	100	--
CONCORDIA C (1)	--	--	--	--	--	--	--	0	--	--	100	--
CORNERSTONE C (1)	34.9	31.2	26.1	--	--	*30.9	5.1	35	29	66	10	11.8
DAVENPORT C (1)	+	53.1	47.0	33.3	--	*45.2	--	47	51	0	0	14.7
DAVENPORT C OF BUSINESS-HOLLAND (1)	--	--	--	--	--	--	--	--	--	--	--	--
DAVENPORT C-KALAMAZOO (1)	--	--	--	--	25.6	*25.6	--	13	85	0	52	7.6
DAVENPORT C-LANSING (1)	--	--	--	--	23.6	23.6	--	7	57	0	56	6.8
DETROIT C OF BUSINESS-DEARBORN (1)	--	--	--	--	35.6	35.6	0.7	29	52	79	0	15.3
DETROIT C OF BUSINESS-FLINT (1)	--	--	--	--	+	+	--	2	50	0	33	12.4
DETROIT C OF BUSINESS-WARREN (1)	--	--	--	--	29.5	29.5	2.9	15	40	20	0	14.1
GRACE BIBLE C (1)	+	--	+	--	--	+	4.3	4	50	25	0	7.6
HILLSDALE C (3)	--	--	--	--	--	--	--	--	--	--	--	--
HOPE C (1)	55.0	43.5	36.3	--	--	46.4	--	174	32	67	2	14.1
JORDAN C (4)	--	--	--	--	--	--	--	0	--	--	100	--
KALAMAZOO C (1)	54.8	44.5	36.4	31.1	--	*44.8	--	89	38	55	0	11.3
KENDALL C OF ART & DESIGN (1)	44.2	38.7	32.7	--	--	*36.9	--	30	43	0	0	11.7
MICHIGAN CHRISTIAN C (1)	--	24.9	22.9	18.9	--	*21.2	--	19	32	16	5	6.4
OLIVET C (1)	40.8	39.5	30.5	--	--	*34.1	--	40	40	45	0	6.4
REFORMED BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAINT MARYS C (1)	+	+	24.7	--	--	*24.7	1.3	13	46	0	13	--
WILLIAM TYNDALE C (1)	31.0	--	26.4	--	--	28.0	3.7	9	33	0	0	7.0
BA+												
AQUINAS C (1)	39.4	31.6	25.5	--	--	*32.4	--	79	43	71	0	9.3
BAKER C CTR FOR GRAD STUDIES (1)	--	--	--	--	--	--	--	0	--	--	100	--
CALVIN C (1)	50.2	44.2	37.7	32.1	--	46.3	1.5	238	23	58	0	14.1
CTR FOR HUMANISTIC STUDIES (1)	--	--	--	--	--	--	--	0	--	--	100	--
CRANBROOK ACAD OF ART (1)	--	--	--	--	--	--	--	0	--	--	100	--
GMI ENGINEERING & MGMT INST (1)	62.4	51.5	47.1	44.9	--	*51.8	--	94	26	46	31	12.8
LAWRENCE TECHNOLOGICAL U (1)	65.0	51.4	43.0	42.0	--	*52.3	--	100	20	72	0	12.3
MADONNA U (1)	51.3	42.3	37.1	31.4	--	41.7	--	95	64	3	1	7.7
MARYGROVE C (1)	46.8	39.8	31.6	--	--	*39.0	5.0	46	70	76	0	9.9
NORTHWOOD U (1)	38.6	36.0	36.9	34.2	--	*37.0	7.7	33	27	0	0	8.9
SACRED HEART MAJOR SEM (1)	38.1	+	27.1	--	--	*31.8	6.3	13	23	0	0	--
SIENA HEIGHTS C (1)	+	35.1	31.3	--	--	*33.4	2.6	56	39	0	0	9.1
SPRING ARBOR C (1)	38.8	34.2	30.5	26.7	--	*34.6	--	64	33	63	0	8.4
WALSH C OF ACCOUNTANCY & BUS ADMIN (1)	+	52.5	63.8	--	--	*56.9	-16	16	25	0	0	14.2
DOCTORAL												
ANDREWS U (1)	31.6	30.3	28.8	--	--	*29.9	--	35	46	31	84	10.7
CALVIN THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 1T/12 (%)	Avg Bene ($)
U OF DETROIT MERCY (3)	--	--	--	--	--	--	--	--	--	--	--	--
WESTERN THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--

MINNESOTA

Public Institutions

AA

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 1T/12 (%)	Avg Bene ($)
ALEXANDRIA TECH C (4)	--	--	--	--	+	+	--	79	35	--	9	--
ANOKA-HENNEPIN TECH C (1)	--	--	--	--	39.4	39.4	--	53	42	79	20	9.3
ANOKA-RAMSEY CC (1)	--	--	--	--	47.1	47.1	3.7	75	47	0	0	14.1
ANOKA-RAMSEY CC-CAMBRIDGE CAMPUS (1)	--	--	--	--	45.9	45.9	4.0	16	56	0	0	14.4
AUSTIN CC (1)	--	--	--	--	43.8	43.8	-0.2	30	40	0	0	14.5
BRAINERD/STAPLES TECH C-BRAINERD CAMPUS (3)	--	--	--	--	--	--	--	--	--	--	--	--
BRAINERD/STAPLES TECH C-STAPLES CAMPUS (3)	--	--	--	--	--	--	--	--	--	--	--	--
CENTRAL LAKES C-BRAINERD (1)	--	--	--	--	43.7	43.7	3.7	42	43	0	0	14.5
DAKOTA COUNTY TECH C (1)	--	--	--	--	39.3	39.3	0.1	89	42	84	0	10.4
FERGUS FALLS CC (1)	--	--	--	--	41.0	41.0	-0.2	30	47	0	0	13.8
HENNEPIN TECH C (1)	--	--	--	--	41.9	41.9	1.5	154	32	81	0	13.1
HIBBING CC (1)	--	--	--	--	45.7	45.7	3.0	29	41	0	0	14.7
HUTCHINSON/WILLMAR REGIONAL TECH C-HUTCHINSON (1)	--	--	--	--	--	--	--	--	--	--	--	--
HUTCHINSON/WILLMAR REGIONAL TECH C-WILLMAR (1)	--	--	--	--	37.7	37.7	-2.1	94	33	90	12	10.6
INVER HILLS CC (1)	--	--	--	--	47.1	47.1	2.5	74	45	0	0	14.2
ITASCA CC (1)	--	--	--	--	45.3	45.3	6.9	36	47	0	0	14.4
LAKEWOOD CC (1)	--	--	--	--	46.5	46.5	2.2	83	45	0	0	14.0
MESABI CC (1)	--	--	--	--	43.5	43.5	-2.7	30	40	0	0	14.5
MINNEAPOLIS CC (1)	--	--	--	--	44.2	44.2	0.5	87	47	0	0	13.3
MINNESOTA RIVERLAND TECH C-AUSTIN (1)	--	--	--	--	--	--	--	--	--	--	--	--
MINNESOTA RIVERLAND TECH C-FARIBAULT (1)	--	--	--	--	--	--	--	--	--	--	--	--
MINNESOTA RIVERLAND TECH C-ROCHESTER (1)	--	--	--	--	31.6	31.6	--	145	52	88	18	10.1
NORMANDALE CC (1)	--	--	--	--	48.7	48.7	3.3	141	50	0	0	14.4
NORTH HENNEPIN CC (1)	--	--	--	--	45.9	45.9	1.9	87	53	0	0	14.0
NORTHEAST METRO TECH C (1)	--	--	--	--	40.9	40.9	--	83	36	0	0	--
NORTHLAND COMMUNITY & TECH C (1)	--	--	--	--	45.0	45.0	2.2	24	38	0	0	14.3
NORTHWEST TECH C (1)	--	--	--	--	38.5	38.5	5.4	15	33	93	21	10.2
NORTHWEST TECH C-DETROIT LAKES (1)	--	--	--	--	34.6	34.6	5.3	32	28	84	11	10.7
NORTHWEST TECH C-EAST GRAND FORKS (1)	--	--	--	--	37.6	37.6	4.0	14	57	86	58	10.9
NORTHWEST TECH C-MOORHEAD (1)	--	--	--	--	38.2	38.2	1.7	52	40	87	9	10.0
NORTHWEST TECH C-THIEF RIVER FALLS (3)	--	--	--	--	--	--	--	--	--	--	--	--
NORTHWEST TECH C-WADENA (1)	--	--	--	--	35.1	35.1	-9.5	19	32	89	10	--
PINE TECH C (1)	--	--	--	--	37.0	37.0	--	22	41	82	29	--
RAINY RIVER CC (1)	--	--	--	--	43.5	43.5	5.2	18	39	0	0	14.3
RANGE TECH C-EVELETH CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
RANGE TECH C-HIBBING CAMPUS (1)	--	--	--	--	43.1	43.1	3.4	52	33	87	0	11.9
RED WING/WINONA TECH C-RED WING (1)	--	--	--	--	--	--	--	--	--	--	--	--
RED WING/WINONA TECH C-WINONA (1)	--	--	--	--	41.0	41.0	3.4	57	40	91	0	10.9
ROCHESTER CC (1)	--	--	--	--	45.6	45.6	2.8	74	54	0	0	14.4
SAINT CLOUD TECH C (1)	--	--	--	--	39.5	39.5	--	85	35	85	0	12.7
SOUTH CENTRAL TECH C-ALBERT LEA CAMPUS (1)	--	--	--	--	39.0	39.0	3.2	112	30	88	0	11.7
SOUTH CENTRAL TECH C-MANKATO (1)	--	--	--	--	--	--	--	--	--	--	--	--

	Prof ($)	Assc ($)	Asst ($)	Inst./ Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
SOUTHWESTERN TECH C-CANBY (1)	--	--	--	--	--	--	--	--	--	--	--	--
SOUTHWESTERN TECH C-GRANITE FALLS (1)	--	--	--	--	--	--	--	--	--	--	--	--
SOUTHWESTERN TECH C-JACKSON (1)	--	--	--	--	36.6	36.6	1.1	64	28	97	30	9.0
SOUTHWESTERN TECH C-PIPESTONE (1)	--	--	--	--	--	--	--	--	--	--	--	--
ST PAUL TECH C (1)	--	--	--	--	45.6	45.6	-2.3	105	43	88	0	12.2
VERMILION CC (1)	--	--	--	--	43.4	43.4	4.9	26	46	0	0	14.4
WILLMAR CC (1)	--	--	--	--	44.9	44.9	1.8	40	43	0	0	14.5
WORTHINGTON CC (1)	--	--	--	--	44.9	44.9	6.3	26	42	0	0	14.6
BA												
SOUTHWEST STATE U (1)	54.6	43.7	37.1	--	--	48.6	-0.4	98	22	87	0	15.3
U OF MINNESOTA-CROOKSTON (1)	+	46.0	39.0	--	--	*41.7	3.2	29	28	93	19	14.0
U OF MINNESOTA-MORRIS (1)	56.6	41.9	35.5	29.8	--	41.0	1.6	113	38	45	0	13.4
BA+												
BEMIDJI STATE U (1)	52.4	42.5	35.6	26.0	--	44.2	--	189	31	72	6	11.8
MANKATO STATE U (1)	54.4	45.9	39.7	--	--	*48.7	--	413	28	78	0	10.5
METROPOLITAN STATE U (1)	53.1	44.4	38.3	--	--	*44.9	--	76	50	49	3	12.6
MOORHEAD STATE U (1)	53.3	42.3	36.2	25.8	--	43.3	-0.9	315	38	73	0	10.7
SAINT CLOUD STATE U (1)	52.7	42.6	37.6	29.1	--	47.0	2.0	499	30	74	0	12.5
WINONA STATE U (1)	53.2	44.7	38.2	--	--	*47.3	3.0	249	37	76	0	12.9
DOCTORAL												
U OF MINNESOTA TWIN CITIES (1)	74.3	51.5	45.6	35.8	--	*62.9	--	1,196	23	82	20	17.2
U OF MINNESOTA-DULUTH (1)	64.1	49.2	41.8	28.7	--	51.0	5.0	302	30	75	8	15.7
Independent Institutions												
AA												
BETHANY LUTHERAN C (1)	--	--	--	--	33.3	*33.3	--	18	11	61	0	9.3
C OF SAINT CATHERINE-MINNEAPOLIS (1)	+	+	37.6	--	--	*37.6	11.9	44	91	16	15	7.5
NEI C OF TECHNOLOGY (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA												
APOSTOLIC BIBLE INST INC (1)	--	--	--	--	--	--	--	0	--	--	100	--
BETHANY C OF MISSIONS (3)	--	--	--	--	--	--	--	--	--	--	--	--
CARLETON C (1)	67.6	53.0	42.5	35.3	--	*56.4	--	163	33	65	0	13.9
C OF SAINT BENEDICT (1)	53.5	44.1	36.0	30.8	+	*42.2	3.4	132	62	62	0	9.0
C OF VISUAL ARTS (1)	+	35.2	31.9	--	--	*33.6	2.1	10	50	0	0	7.1
CONCORDIA C AT MOORHEAD (1)	54.6	43.7	36.8	31.7	--	42.4	1.5	172	38	55	2	8.8
CROWN C (1)	16.3	+	19.8	--	--	*17.6	8.1	27	19	37	0	--
GUSTAVUS ADOLPHUS C (1)	52.4	43.2	36.5	31.4	--	43.8	2.6	164	33	67	0	11.7
MACALESTER C (1)	68.4	53.9	43.5	34.8	--	*54.8	--	138	38	55	0	12.5
MINNESOTA BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
NAES-TWIN CITIES (3)	--	--	--	--	--	--	--	--	--	--	--	--
NORTH CENTRAL BIBLE C (1)	39.7	34.5	23.5	29.3	--	*32.1	--	33	21	0	0	--
NORTHWESTERN C (1)	40.4	36.5	32.8	--	--	*35.6	--	53	17	0	2	10.5
OAK HILLS BIBLE C (1)	--	--	--	--	+	+	4.8	3	33	0	50	4.4
PILLSBURY BAPTIST BIBLE C (1)	+	23.1	+	18.4	+	*20.7	5.3	21	29	0	0	5.6
SAINT OLAF C (1)	56.7	43.9	36.8	34.5	--	46.4	-0.0	244	34	76	0	10.4
BA+												
AUGSBURG C (1)	45.4	37.3	32.7	--	--	*37.0	--	127	48	57	0	9.2
BETHEL C (1)	46.0	38.6	34.4	30.7	--	40.3	--	116	37	61	0	11.8
C OF ST. CATHERINE-SAINT CATHERINE CAMPUS (1)	43.4	39.3	31.5	22.7	--	*36.4	--	143	74	56	0	8.0

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
C OF SAINT SCHOLASTICA (1)	48.1	39.7	33.5	31.3	30.1	*37.1	3.3	114	59	39	11	10.4
CONCORDIA C (1)	--	--	--	--	--	--	--	0	--	--	100	--
HAMLINE U (1)	60.3	48.4	32.7	44.4	--	51.2	6.5	116	40	70	10	11.5
MINNEAPOLIS C OF ART & DESIGN (1)	47.2	40.1	33.1	--	--	*42.7	--	40	40	100	0	9.0
SAINT JOHNS U (1)	53.9	42.9	37.1	30.8	--	*44.0	--	127	24	69	0	10.9
SAINT MARYS U OF MINNESOTA (1)	51.2	41.4	32.4	25.9	--	*40.0	-0.1	93	23	54	0	8.9
DOCTORAL												
BETHEL THEOL SEM (1)	47.5	+	+	--	--	*47.5	--	14	7	86	0	11.9
CENTRAL BAPTIST THEOL SEM (3)	--	--	--	--	--	--	--	--	--	--	--	--
LUTHER SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
UNITED THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF ST THOMAS (1)	61.1	46.0	39.3	35.3	--	44.5	4.8	298	34	67	0	11.8

MISSISSIPPI

Public Institutions

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
AA												
COAHOMA CC (1)	--	--	--	--	29.4	29.4	7.1	22	77	0	54	--
COPIAH-LINCOLN JR C (1)	--	--	--	--	36.1	36.1	16.6	110	54	0	0	8.6
COPIAH-LINCOLN JR C-NATCHEZ CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
EAST CENTRAL CC (1)	--	--	--	--	27.3	27.3	4.2	64	56	0	11	--
EAST MISSISSIPPI CC (1)	--	--	--	--	31.7	31.7	6.5	25	56	0	62	7.4
EAST MISSISSIPPI CC-GOLDEN TRIANGLE (1)	--	--	--	--	--	--	--	--	--	--	--	--
HINDS CC-JACKSON CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
HINDS CC-RANKIN CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
HINDS CC-RAYMOND CAMPUS (1)	--	--	--	--	34.1	34.1	7.0	372	63	0	4	8.6
HINDS CC-UTICA CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
HINDS CC-VICKSBURG-WARREN COUNTY (1)	--	--	--	--	--	--	--	--	--	--	--	--
HOLMES CC (1)	--	--	--	--	32.3	32.3	8.4	69	74	0	34	7.6
ITAWAMBA CC (1)	--	--	--	--	36.4	36.4	8.5	77	62	0	43	--
JONES COUNTY JR C (1)	--	--	--	--	42.9	42.9	12.2	142	56	0	18	10.0
MERIDIAN CC (1)	--	--	--	--	33.5	33.5	3.5	67	69	0	41	6.1
MISSISSIPPI DELTA CC (1)	--	--	--	--	37.4	37.4	8.6	85	59	0	17	8.4
MISSISSIPPI GULF COAST CC (1)	--	--	--	--	36.3	36.3	6.8	298	58	0	15	8.4
NORTHEAST MISSISSIPPI CC (1)	--	--	--	--	38.9	38.9	7.1	98	72	0	21	7.2
NORTHWEST MISSISSIPPI CC (1)	--	--	--	--	38.3	38.3	2.6	142	64	0	15	8.5
PEARL RIVER CC (1)	--	--	--	--	33.3	33.3	8.0	105	65	0	17	7.3
PEARL RIVER CC-FORREST COUNTY CTR (1)	--	--	--	--	--	--	--	--	--	--	--	--
SOUTHWEST MISSISSIPPI CC (1)	--	--	--	--	36.9	36.9	4.3	45	67	0	26	7.3
BA+												
ALCORN STATE U (1)	46.6	39.4	38.2	27.5	--	36.2	5.6	136	47	29	14	9.2
MISSISSIPPI U FOR WOMEN (1)	45.6	37.8	34.9	29.9	--	36.1	--	97	56	30	20	8.2
MISSISSIPPI VALLEY STATE U (1)	43.1	38.8	35.2	28.3	--	36.6	--	109	30	34	2	9.1
DOCTORAL												
DELTA STATE U (1)	47.0	40.6	38.2	29.5	--	40.1	3.0	166	39	38	10	8.8
JACKSON STATE U (1)	48.9	40.3	36.6	28.9	--	39.1	0.5	280	37	46	14	8.8
MISSISSIPPI STATE U (1)	57.2	45.7	41.0	26.0	--	44.6	16.6	473	30	55	39	8.5
U OF MISSISSIPPI MAIN CAMPUS (1)	60.7	47.1	40.3	29.3	--	*47.3	--	357	27	57	19	10.2
U OF MISSISSIPPI MED CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF SOUTHERN MISSISSIPPI (1)	61.1	47.5	39.9	31.6	--	47.6	2.5	529	35	53	9	10.3

	Prof ($)	Assc ($)	Asst ($)	Inst./Lect. ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
Independent Institutions												
AA												
MARY HOLMES C (1)	+	28.3	--	23.9	--	*25.1	--	13	62	0	35	2.7
WOOD C (1)	23.5	+	+	18.8	--	*20.4	1.7	19	68	32	0	4.4
BA												
BELHAVEN C (1)	37.8	32.3	32.0	--	--	33.7	6.0	36	28	47	0	6.6
BLUE MOUNTAIN C (1)	31.7	29.4	23.0	--	--	*29.1	5.0	26	50	23	0	6.5
RUST C (1)	33.4	30.8	27.6	23.4	+	*27.5	--	60	35	3	0	5.4
SOUTHEASTERN BAPTIST C (1)	+	--	--	--	--	+	--	1	100	0	75	3.1
TOUGALOO C (1)	30.5	28.9	25.8	22.0	--	27.8	0.8	64	36	47	0	5.3
WESLEY C (1)	--	+	+	--	--	+	--	2	50	0	0	1.5
BA+												
MILLSAPS C (1)	53.0	41.2	36.4	26.2	--	*41.9	--	89	36	54	0	9.5
MISSISSIPPI C (3)	--	--	--	--	--	--	--	--	--	--	--	--
WESLEY BIBLICAL SEM (1)	--	+	--	--	--	+	--	2	0	0	71	--
WILLIAM CAREY C (1)	36.4	31.6	29.6	22.3	--	*31.7	--	34	41	18	58	6.8
DOCTORAL												
JACKSON C OF MINISTRIES (3)	--	--	--	--	--	--	--	--	--	--	--	--
REFORMED THEOL SEM (1)	57.1	58.8	46.3	--	--	55.1	25.2	34	0	0	0	11.2
MISSOURI												
Public Institutions												
AA												
CROWDER C (1)	--	--	--	--	25.7	25.7	2.5	35	46	0	35	5.4
EAST CENTRAL C (1)	--	--	--	--	35.0	35.0	7.3	56	36	79	0	--
HEART OF THE OZARKS TECH CC (1)	--	--	--	--	31.4	31.4	1.8	36	56	0	27	6.4
JEFFERSON C (1)	40.4	35.5	29.5	28.7	--	36.3	-1.2	86	44	70	4	6.4
LONGVIEW CC (1)	--	--	--	--	38.5	38.5	1.6	88	42	81	5	9.3
MAPLE WOODS CC (1)	--	--	--	--	41.9	41.9	0.1	50	36	84	2	9.5
MINERAL AREA C (1)	--	--	--	--	34.7	34.7	6.5	49	47	0	8	6.4
MOBERLY AREA CC (1)	--	--	--	--	29.2	29.2	0.9	29	62	14	24	5.0
NORTH CENTRAL MISSOURI C (1)	--	--	--	--	32.2	32.2	5.2	21	52	67	16	6.4
PENN VALLEY CC (1)	--	--	--	--	38.3	38.3	-0.8	80	60	71	13	9.0
SAINT LOUIS CC-FLORISSANT VALLEY (1)	54.3	48.5	40.1	33.8	--	*48.9	--	123	40	0	0	9.5
SAINT LOUIS CC-FOREST PARK (1)	54.2	47.1	30.5	34.5	--	46.0	3.7	116	54	0	0	8.5
SAINT LOUIS CC-MERAMEC (1)	53.8	47.2	39.1	34.2	--	47.2	4.2	175	45	0	0	9.2
SOUTHWEST MISSOURI STATE U-WEST PLAINS (1)	--	41.0	31.5	26.2	--	*31.9	--	19	58	63	5	7.3
ST CHARLES COUNTY CC (1)	41.6	38.0	32.3	27.0	--	34.4	5.8	58	53	0	3	6.6
STATE FAIR CC (1)	--	--	--	32.7	--	32.7	--	41	41	0	25	5.5
THREE RIVERS CC (1)	--	--	--	--	30.0	30.0	7.6	53	42	51	0	5.9
BA												
HARRIS-STOWE STATE C (1)	48.2	39.9	35.7	30.5	--	38.7	--	41	49	54	0	9.5
MISSOURI SOUTHERN STATE C (1)	50.5	41.4	36.5	30.6	--	40.2	--	183	27	63	4	9.6
MISSOURI WESTERN STATE C (1)	51.7	43.2	36.2	28.9	--	*42.2	--	163	37	60	1	10.2
BA+												
CENTRAL MISSOURI STATE U (1)	54.9	46.9	40.2	28.9	--	*45.7	4.6	423	34	65	7	10.7
LINCOLN U (1)	42.3	35.1	31.0	26.6	--	33.3	5.3	119	45	41	0	8.3
NORTHEAST MISSOURI STATE U (1)	53.8	44.3	36.0	30.2	--	40.9	2.0	343	34	49	2	9.9

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
NORTHWEST MISSOURI STATE U (1)	54.5	42.5	36.1	28.1	--	*40.5	--	227	33	40	2	9.1
SOUTHEAST MISSOURI STATE U (1)	52.9	45.4	37.3	30.1	--	*44.0	--	369	34	63	2	10.3
SOUTHWEST MISSOURI STATE U (1)	53.9	45.0	36.8	25.6	--	44.0	--	591	31	72	9	9.6
DOCTORAL												
U OF MISSOURI-COLUMBIA (1)	68.8	51.6	45.1	36.7	--	55.9	6.6	643	24	66	27	10.4
U OF MISSOURI-KANSAS CITY (1)	64.5	48.2	41.6	30.4	--	52.0	5.5	309	30	73	32	9.8
U OF MISSOURI-ROLLA (1)	73.4	57.1	48.0	33.8	--	*61.4	--	242	9	78	8	11.4
U OF MISSOURI-ST LOUIS (1)	62.6	48.4	43.2	45.4	--	50.2	6.6	285	37	58	14	9.6
Independent Institutions												
AA												
BURGE SCHL OF NURSING OF THE LESTER E COX MED CT (4)	--	--	--	--	+	+	--	19	100	--	0	--
COTTEY C (1)	42.3	35.1	28.6	--	--	*35.1	--	34	56	65	0	7.9
KEMPER MILITARY SCHL & C (1)	--	--	--	--	20.3	20.3	-3.8	22	45	0	0	--
NORTHWEST MISSOURI CC (4)	--	--	--	--	24.1	24.0	--	23	78	--	30	--
RANKEN TECH C (1)	--	--	--	--	--	--	--	0	--	--	100	--
ST JOHNS REGNL HLTH CTR-SCHL OF RAD TECH (1)	--	--	--	--	--	--	--	0	--	--	100	--
WENTWORTH MILITARY ACAD (1)	--	--	--	--	+	+	--	1	0	0	50	4.7
BA												
CENTRAL BIBLE C (1)	39.4	33.7	28.8	23.8	--	*31.6	4.1	33	36	0	0	5.9
CENTRAL CHRISTIAN C OF THE BIBLE (1)	28.8	--	--	--	--	28.8	-0.5	5	0	0	0	6.2
CENTRAL METHODIST C (1)	38.6	30.7	25.8	--	--	*31.2	-1.1	52	46	48	2	5.9
C OF THE OZARKS (1)	47.7	41.3	35.5	--	--	41.2	--	80	24	63	0	9.2
COLUMBIA C (1)	42.7	34.5	31.2	--	--	*35.1	--	49	33	63	0	7.5
CONCEPTION SEM C (1)	--	--	--	--	28.2	28.2	-11	4	0	0	0	5.7
CULVER-STOCKTON C (1)	41.4	36.9	32.0	20.5	--	*34.3	--	56	20	43	0	6.1
DEACONESS C OF NURSING (1)	--	34.6	34.6	28.5	--	33.1	--	20	100	0	0	1.4
EVANGEL C (1)	39.7	35.2	29.1	--	--	*32.7	--	82	32	48	6	6.4
HANNIBAL-LAGRANGE C (1)	33.3	29.7	24.8	23.0	--	*26.6	--	37	49	0	3	7.0
KANSAS CITY ART INST (1)	49.1	41.1	32.6	29.7	--	*42.1	7.6	46	28	67	0	8.7
LOGAN C OF CHIROPRACTIC (1)	--	--	--	--	--	--	--	0	--	--	100	--
MISSOURI BAPTIST C (1)	--	+	30.0	26.3	--	*28.2	4.9	20	45	0	35	8.9
MISSOURI VALLEY C (1)	36.9	33.9	27.9	19.3	--	*30.8	--	41	39	7	29	5.3
OZARK BIBLE INST & C (3)	--	--	--	--	--	--	--	--	--	--	--	--
OZARK CHRISTIAN C (3)	--	--	--	--	--	--	--	--	--	--	--	--
RESEARCH C OF NURSING (1)	+	47.1	37.8	34.0	--	*38.0	--	33	100	0	0	4.6
SAINT LOUIS CHRISTIAN C (1)	--	--	--	--	--	--	--	0	--	--	100	--
STEPHENS C (1)	--	--	--	--	29.2	29.2	5.3	54	61	54	2	--
WESTERN BAPTIST BIBLE C (3)	--	--	--	--	--	--	--	--	--	--	--	--
WESTMINSTER C (1)	46.4	40.4	32.3	--	--	*40.1	-1.1	46	24	74	0	8.1
WILLIAM JEWELL C (1)	46.9	38.9	34.2	--	--	*40.8	--	83	40	75	5	9.9
BA+												
ASSEMBLIES OF GOD THEOL SEM (1)	42.5	38.9	+	--	--	*41.3	--	10	0	80	0	6.6
AVILA C (1)	41.0	38.6	31.8	30.0	--	*34.8	--	55	64	0	0	6.5
BAPTIST BIBLE C (1)	40.0	33.2	--	26.7	--	*33.5	--	26	42	100	0	4.7
CALVARY BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
CHRISTIAN OUTREACH SCHL OF MINISTRIES (3)	--	--	--	--	--	--	--	--	--	--	--	--
DRURY C (1)	48.3	42.3	36.8	31.3	--	*41.1	6.1	83	25	52	3	8.1
FONTBONNE C (1)	42.8	37.3	30.7	28.4	--	*34.8	--	40	60	48	0	--

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
LINDENWOOD C (1)	44.9	40.2	32.1	--	--	36.7	--	47	45	0	55	5.0
MARYVILLE U OF SAINT LOUIS (1)	49.2	39.7	33.7	30.9	--	40.0	--	75	59	44	6	9.2
PARK C (1)	39.6	35.7	30.0	--	--	*34.3	--	39	38	62	22	5.5
ROCKHURST C (1)	51.5	43.0	36.8	30.9	--	42.2	7.2	99	34	70	6	8.3
ST JOHNS MERCY MED CTR SCH OF MED TECHN (3)	--	--	--	--	--	--	--	--	--	--	--	--
SOUTHWEST BAPTIST U (1)	38.7	29.5	30.1	25.0	--	*30.4	--	78	38	62	18	8.7
ST LOUIS C OF PHARMACY (1)	52.9	47.4	41.7	--	--	*46.8	--	21	48	52	58	8.4
WILLIAM WOODS U (1)	42.0	35.8	32.7	30.2	--	*35.6	7.9	47	53	32	0	8.8
DOCTORAL												
AQUINAS INST OF THEOLOGY (1)	--	--	--	--	--	--	--	0	--	--	100	--
CONCORDIA SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
COVENANT THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
EDEN THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
LAEL C & GRAD SCHL (1)	--	--	--	--	--	--	--	--	--	--	--	--
MIDWESTERN BAPTIST THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
NAZARENE THEOL SEM (1)	39.5	+	--	--	--	*39.5	--	15	0	87	0	12.3
SAINT LOUIS U-MAIN CAMPUS (1)	70.0	49.3	41.5	30.9	--	52.3	0.4	345	32	60	21	10.9
SAINT PAUL SCHL OF THEOLOGY (1)	50.8	42.3	35.0	--	--	*42.7	4.9	13	31	54	7	7.9
WASHINGTON U (1)	80.2	54.9	48.7	32.0	--	*62.5	--	541	26	62	16	13.6
WEBSTER U (1)	54.2	40.7	33.9	--	--	*42.4	2.8	105	55	66	16	11.5
MONTANA												
Public Institutions												
AA												
DAWSON CC (1)	--	--	--	--	28.9	28.9	5.0	21	43	38	0	8.5
DIVISION OF TECHNOLOGY OF MONTANA TECH (1)	--	--	--	--	--	--	--	--	--	--	--	--
FLATHEAD VALLEY CC (1)	--	--	--	--	35.2	35.2	5.3	35	26	66	0	7.0
FLATHEAD VALLEY CC-LINCOLN COUNTY (1)	--	--	--	--	+	+	--	2	50	50	0	7.0
FORT BELKNAP C (4)	--	--	--	--	20.4	20.3	--	8	63	--	11	--
FORT PECK CC (3)	--	--	--	--	--	--	--	--	--	--	--	--
HELENA C OF TECHNOLOGY OF U OF MT (1)	--	--	--	--	33.4	33.4	7.6	28	36	68	0	7.8
LITTLE BIG HORN C (4)	--	--	--	--	26.7	26.6	--	16	31	--	0	--
MILES CC (1)	--	--	--	--	29.4	29.4	4.2	26	62	0	4	9.9
MISSOULA VOCATIONAL TECH CTR (1)	--	--	--	--	--	--	--	--	--	--	--	--
MT STATE U COLL OF TECHN-GREAT FALLS (1)	--	--	--	--	33.8	33.8	14.3	12	75	83	59	8.5
MONTANA STATE U-BILLINGS C OF TECH (1)	--	--	--	--	29.0	29.0	6.8	25	32	44	0	6.6
STONE CHILD C (4)	--	--	--	--	30.4	30.2	--	9	44	--	0	--
BA												
WESTERN MONTANA C-U OF MONTANA (1)	41.3	34.2	31.7	--	--	*34.5	--	48	44	35	0	7.9
BA+												
MONTANA STATE U-BILLINGS (1)	45.3	37.2	31.7	25.2	--	*37.5	--	143	40	54	0	8.6
MONTANA STATE U-NORTHERN (1)	43.1	36.7	32.8	--	--	*35.6	6.3	76	29	55	1	8.1
MONTANA TECH OF THE U OF MONTANA (1)	50.6	40.5	36.9	31.2	--	41.5	-0.4	108	24	69	0	9.3
DOCTORAL												
MONTANA STATE U-BOZEMAN (1)	52.6	42.9	37.3	30.1	--	43.0	7.5	399	31	54	13	9.2
THE U OF MONTANA-MISSOULA (1)	49.6	39.5	35.1	25.1	42.4	42.5	7.4	414	29	59	4	8.8

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Independent Institutions												
AA												
BLACKFEET CC (3)	--	--	--	--	--	--	--	--	--	--	--	--
DULL KNIFE MEMORIAL C (4)	--	--	--	--	25.1	*25.1	--	7	29	--	0	--
BA												
CARROLL C (1)	30.3	28.6	34.9	--	--	*31.2	--	71	34	63	0	--
ROCKY MOUNTAIN C (1)	37.4	30.8	27.2	--	--	*31.4	--	42	33	74	0	--
SALISH KOOTENAI CC (1)	--	--	--	--	29.6	29.6	10.1	25	48	0	22	6.7
BA+												
C OF GREAT FALLS (4)	+	+	+	--	--	+	--	46	33	--	0	--
NEBRASKA												
Public Institutions												
AA												
CENTRAL CC AREA (1)	--	--	--	--	28.0	28.0	2.3	54	61	0	60	9.8
MCCOOK CC (1)	--	--	--	--	33.1	33.1	0.6	28	32	86	0	10.4
METROPOLITAN CC AREA (1)	--	--	--	--	34.2	34.2	0.3	139	46	0	6	10.5
MID PLAINS CC (1)	--	--	--	--	35.7	35.7	-1.6	34	26	94	39	10.4
NEBRASKA C OF TECH AGRICULTURE (1)	--	+	+	--	--	+	1.5	5	100	0	72	7.2
NEBRASKA INDIAN CC (1)	--	--	--	--	23.7	*23.7	--	4	75	100	64	--
NORTHEAST CC (1)	--	--	--	--	32.8	32.8	2.1	89	30	0	0	11.6
SOUTHEAST CC AREA (1)	--	--	--	--	31.0	31.0	4.6	25	48	0	90	--
WESTERN NEBRASKA CC (1)	--	--	--	--	32.5	32.5	-1.2	67	34	0	3	11.8
BA+												
CHADRON STATE C (1)	50.3	35.2	33.5	26.7	--	*38.3	--	100	26	44	0	8.8
PERU STATE C (1)	48.8	38.6	31.2	30.4	--	*36.5	--	43	21	51	9	8.6
U OF NEBRASKA AT KEARNEY (1)	53.6	44.4	37.9	28.1	--	*42.9	--	311	32	65	0	9.6
WAYNE STATE C (1)	49.3	41.5	33.1	27.6	--	40.2	1.3	123	39	57	6	9.3
DOCTORAL												
U OF NEBRASKA AT LINCOLN (1)	71.4	49.4	42.7	25.2	--	54.7	4.5	749	24	69	33	11.3
U OF NEBRASKA AT OMAHA (1)	56.1	47.5	41.1	29.8	--	47.6	--	406	29	62	2	9.7
U OF NEBRASKA MED CTR (1)	+	39.5	37.7	30.8	--	*37.5	4.4	80	96	26	54	8.3
Independent Institutions												
BA												
C OF SAINT MARY (1)	46.0	39.9	34.0	--	--	*38.1	19.1	35	71	0	0	--
DANA C (1)	38.9	35.3	29.6	27.6	--	*32.7	3.8	39	33	67	0	7.6
MIDLAND LUTHERAN C (1)	38.5	+	29.0	25.9	--	*31.3	--	54	37	54	0	--
NEBRASKA CHRISTIAN C (1)	--	--	--	--	--	--	--	0	--	--	100	--
NB METHODIST C OF NURSING & ALLIED HLT (1)	--	39.7	36.2	--	--	*36.8	2.5	26	92	0	7	3.7
NEBRASKA WESLEYAN U (1)	47.9	39.8	33.6	28.7	--	*40.0	--	88	31	57	3	8.6
PLATTE VALLEY BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
UNION C (1)	33.1	32.0	30.8	--	--	*32.2	--	19	21	32	53	8.0
YORK C (1)	33.0	29.9	24.5	--	--	*27.9	--	33	15	18	0	5.0
BA+												
BELLEVUE U (1)	40.1	34.4	29.3	--	--	*33.2	--	33	36	0	35	6.6
BRYAN MEMORIAL HOSP SCHL OF NURSE ANESTHESIA (1)	--	--	--	--	--	--	--	0	--	--	100	--
CLARKSON C (1)	--	+	40.9	34.7	--	*36.9	-1.6	15	87	0	52	6.3

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
CONCORDIA TEACHERS C (1)	--	--	--	--	--	--	--	0	--	--	100	--
DOANE C (1)	47.2	39.5	36.3	30.1	--	*40.1	--	61	38	46	0	8.1
GRACE U (1)	+	32.9	29.4	--	--	*31.3	--	10	0	0	17	7.1
HASTINGS C (1)	45.3	38.4	32.4	33.4	--	*38.1	--	67	22	67	0	8.2
DOCTORAL												
CREIGHTON U (1)	69.8	48.6	35.6	27.9	--	46.7	--	259	35	61	30	9.7
NEVADA												
Public Institutions												
AA												
CC OF SOUTHERN NEVADA (1)	47.3	--	--	38.8	--	43.6	2.3	191	38	57	12	8.2
GREAT BASIN C (1)	37.9	--	--	--	--	37.9	13.3	31	45	68	6	7.0
TRUCKEE MEADOWS CC (1)	--	--	--	--	43.5	43.5	2.7	110	45	73	5	7.8
WESTERN NEVADA CC (1)	--	--	--	--	44.3	44.3	0.9	75	53	65	4	8.9
DOCTORAL												
U OF NEVADA-LAS VEGAS (1)	65.6	51.3	42.7	32.2	--	*49.8	--	574	28	57	6	8.8
U OF NEVADA-RENO (1)	70.7	52.6	42.1	35.7	--	*55.7	--	348	28	68	10	8.9
Independent Institutions												
AA												
DEEP SPRINGS C (3)	--	--	--	--	--	--	--	--	--	--	--	--
BA+												
SIERRA NEVADA C (1)	+	28.6	+	--	--	*28.6	-6.6	7	29	0	50	9.6
NEW HAMPSHIRE												
Public Institutions												
AA												
NEW HAMPSHIRE TECH C AT BERLIN (1)	37.2	32.4	+	--	--	*36.5	2.1	27	37	0	27	12.3
NEW HAMPSHIRE TECH C AT CLAREMONT (1)	37.6	31.7	--	--	--	*34.3	0.2	21	71	0	48	11.8
NEW HAMPSHIRE TECH C AT LACONIA (1)	37.8	+	30.1	--	--	*33.6	1.6	17	24	0	45	11.5
NEW HAMPSHIRE TECH C AT MANCHESTER (1)	37.2	32.6	--	--	--	*36.2	--	34	41	0	32	12.5
NEW HAMPSHIRE TECH C AT NASHUA (1)	37.5	+	29.3	--	--	*34.6	--	31	45	0	14	11.6
NEW HAMPSHIRE TECH C AT STRATHAM (1)	37.4	+	+	--	--	*37.4	0.1	25	60	0	19	12.2
NEW HAMPSHIRE TECH INST (1)	37.5	31.9	28.0	--	--	*36.1	--	70	61	0	26	12.5
BA												
C FOR LIFELONG LEARNING (4)	--	--	--	--	--	--	--	--	--	--	--	--
U OF NEW HAMPSHIRE-MANCHESTER (1)	--	--	--	--	--	--	--	--	--	--	--	--
BA+												
KEENE STATE C (1)	56.0	45.6	37.6	28.1	--	45.9	--	174	39	75	3	13.4
PLYMOUTH STATE C (1)	55.3	42.8	36.3	31.9	+	*45.3	--	153	30	71	0	13.8
DOCTORAL												
U OF NEW HAMPSHIRE-MAIN CAMPUS (1)	64.2	48.1	40.1	32.1	--	52.2	--	577	30	80	4	14.5
Independent Institutions												
AA												
CASTLE C (1)	--	--	--	--	24.0	*24.0	--	5	80	0	44	4.5
WHITE PINES C (1)	--	--	--	--	+	+	--	2	100	0	0	3.4
BA												
COLBY-SAWYER C (1)	45.1	38.4	33.8	--	--	37.7	--	40	45	30	0	8.6

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
DANIEL WEBSTER C (1)	51.4	40.7	36.2	--	--	*39.7	--	18	22	0	22	8.4
FRANKLIN PIERCE C (1)	49.8	39.7	34.6	--	--	*42.7	--	61	30	0	0	12.4
MAGDALEN C (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAINT ANSELM C (1)	50.9	42.2	25.3	--	--	*37.3	-6.2	106	36	65	2	9.8
THOMAS MORE C OF LIBERAL ARTS (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA+												
FRANKLIN PIERCE LAW CTR (1)	83.2	--	--	--	--	*83.2	--	12	17	100	33	30.7
NEW ENGLAND C (1)	40.3	32.4	24.6	--	--	*32.2	4.3	48	35	10	0	8.4
NEW HAMPSHIRE C (1)	54.2	44.4	40.1	--	--	*48.1	--	83	30	4	3	12.8
NOTRE DAME C (1)	35.8	30.4	26.8	28.0	--	*29.1	--	35	69	0	0	7.7
RIVIER C (1)	46.7	38.3	38.3	--	--	*40.1	--	54	54	50	24	6.4
DOCTORAL												
ANTIOCH NEW ENGLAND GRAD SCHL-NH (1)	--	--	--	--	--	--	--	0	--	--	100	--
DARTMOUTH C (1)	83.7	55.9	46.9	36.3	--	64.9	--	368	27	65	0	16.9
NEW JERSEY												
Public Institutions												
AA												
ATLANTIC CC (1)	59.4	54.6	42.4	--	--	*50.4	--	72	42	74	0	12.7
BERGEN CC (1)	74.1	63.2	47.0	33.4	--	57.7	4.6	227	48	78	0	14.6
BROOKDALE CC (1)	69.1	52.0	43.3	34.3	--	52.8	3.4	189	52	80	0	25.0
BURLINGTON COUNTY C (1)	57.8	57.3	47.0	36.7	--	*53.5	--	66	33	95	0	15.1
CAMDEN COUNTY C (1)	69.6	64.8	45.2	--	--	*54.6	--	119	44	69	11	17.1
COUNTY C OF MORRIS (1)	65.5	54.8	48.0	37.7	--	56.3	4.0	190	45	86	0	16.0
CUMBERLAND COUNTY C (1)	+	51.0	42.6	34.1	--	*46.3	3.6	39	38	79	5	14.3
ESSEX COUNTY C (1)	--	--	--	--	--	--	--	0	--	--	100	--
GLOUCESTER COUNTY C (1)	64.2	60.7	57.9	45.6	--	58.5	4.1	70	36	91	0	17.0
HUDSON COUNTY CC (1)	48.0	45.9	41.2	34.5	--	*39.2	--	50	44	48	0	13.2
MERCER COUNTY CC (1)	61.8	51.9	42.4	34.7	--	52.3	6.0	109	39	88	8	15.3
MIDDLESEX COUNTY C (1)	69.6	60.9	52.1	37.9	--	*54.6	--	212	48	78	0	14.2
OCEAN COUNTY C (1)	70.9	59.7	44.2	34.0	--	51.8	3.3	119	48	75	0	15.3
PASSAIC COUNTY CC (1)	67.1	52.7	41.6	30.5	--	45.5	--	66	61	74	0	13.2
RARITAN VALLEY CC (1)	64.7	54.2	45.3	33.0	--	50.5	6.5	90	51	76	0	13.4
SALEM CC (1)	+	56.2	43.1	38.4	+	*42.5	3.7	27	52	81	0	12.7
SUSSEX COUNTY CC (1)	--	--	35.3	27.9	---	32.6	--	38	61	13	0	--
UNION COUNTY C (1)	66.3	52.9	41.2	31.0	--	*51.0	--	175	50	80	0	12.3
WARREN COUNTY CC (1)	--	+	33.2	28.7	--	*29.9	--	14	57	29	0	9.6
BA+												
JERSEY CITY STATE C (1)	72.1	58.2	44.7	--	--	*56.6	--	243	43	70	0	13.7
KEAN C OF NEW JERSEY (1)	71.7	58.1	47.3	--	--	59.6	--	347	43	80	0	12.9
MONTCLAIR STATE U (1)	72.5	58.8	47.1	32.4	--	59.8	0.5	421	39	82	0	16.0
RAMAPO C OF NEW JERSEY (1)	72.6	57.7	44.9	--	--	60.0	--	131	34	82	1	12.4
ROWAN C OF NEW JERSEY (1)	69.1	57.4	46.2	38.1	44.7	*54.8	--	324	33	73	0	13.4
RUTGERS U-CAMDEN (1)	92.8	67.3	53.1	37.0	--	*71.1	--	186	30	66	10	17.5
THE RICHARD STOCKTON C OF NEW JERSEY (1)	73.6	57.0	42.7	33.7	--	*56.2	--	176	38	70	0	12.1
THOMAS A EDISON STATE C (1)	--	--	--	--	--	--	--	--	--	--	--	--
TRENTON STATE C (1)	72.6	59.1	47.4	--	--	*58.8	--	316	37	73	0	15.2
WILLIAM PATERSON C OF NEW JERSEY (1)	72.4	57.8	44.8	37.1	--	59.0	-0.6	314	38	77	0	11.4

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
DOCTORAL												
NEW JERSEY INST OF TECHNOLOGY (1)	88.0	69.5	55.8	36.3	50.3	68.6	--	305	13	62	12	20.9
RUTGERS U-NEW BRUNSWICK (1)	92.6	65.5	50.3	37.0	64.2	*73.3	--	1,128	28	74	19	17.7
RUTGERS U-NEWARK (1)	97.8	70.7	54.8	43.2	64.1	*73.5	--	326	38	60	15	17.8
U OF MEDICINE & DENTISTRY OF NEW JERSEY (1)	+	52.5	47.7	34.8	--	*47.6	--	40	85	5	79	14.8
Independent Institutions												
AA												
OVERLOOK HOSP SCHL OF RADIOGRAPHY (4)	--	--	--	--	--	--	--	0	--	--	100	--
SAINT FRANCIS MED CTR SCHL OF NURSING (1)	--	--	--	--	48.4	48.4	--	10	100	100	50	--
BA												
BLOOMFIELD C (1)	52.1	48.1	37.5	35.6	--	43.4	--	56	46	43	0	11.7
FELICIAN C (1)	+	40.6	34.5	33.0	--	*36.1	--	47	60	0	0	7.3
RABBINICAL C OF AMERICA (1)	--	--	--	--	--	--	--	0	--	--	100	--
TALMUDICAL ACAD-NEW JERSEY (1)	16.3	--	--	--	--	16.3	6.4	3	0	0	0	17.0
BA+												
CALDWELL C (1)	44.4	42.4	34.0	--	--	*38.2	4.2	57	56	37	0	7.2
CENTENARY C (1)	+	36.9	30.1	26.8	--	*31.5	12.5	35	69	23	8	8.3
C OF SAINT ELIZABETH (1)	49.9	44.6	37.3	--	--	*42.9	--	47	85	51	6	6.6
GEORGIAN COURT C (1)	52.7	45.1	37.5	32.9	--	*42.6	--	79	62	32	0	8.3
MONMOUTH U (1)	67.4	55.5	43.8	29.0	--	51.2	1.2	157	34	54	0	15.5
NEW BRUNSWICK THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
RIDER U (1)	62.7	55.4	48.0	--	+	*56.4	4.6	191	37	79	14	12.2
SAINT PETERS C (1)	52.9	42.3	34.5	32.0	--	*44.9	5.3	113	27	74	0	9.2
UPSALA C (3)	--	--	--	--	--	--	--	--	--	--	--	--
DOCTORAL												
DREW U (1)	65.6	46.0	37.3	35.0	--	*53.2	--	127	43	73	0	14.4
FAIRLEIGH DICKINSON U-ALL CAMPUSES (1)	57.2	48.1	44.2	32.5	--	50.0	6.9	237	26	66	17	12.8
PRINCETON THEOL SEM (1)	78.4	56.3	44.6	--	--	*67.2	--	47	28	81	0	25.1
PRINCETON U (1)	101.3	60.3	46.5	41.5	--	78.2	3.0	712	23	65	0	17.8
SETON HALL U (1)	79.2	58.0	42.8	35.1	41.8	58.0	4.3	337	35	64	1	--
STEVENS INST OF TECHNOLOGY (1)	69.8	54.2	46.6	--	--	*61.5	--	112	11	68	0	16.6
NEW MEXICO												
Public Institutions												
AA												
ALBUQUERQUE TECH VOCATIONAL INST (1)	--	--	--	--	26.3	26.3	17.6	25	68	0	92	6.9
CLOVIS CC (1)	--	--	--	--	30.5	30.5	3.8	41	61	7	16	8.2
EASTERN NEW MEXICO U-ROSWELL CAMPUS (1)	--	--	+	28.5	+	*28.5	--	51	57	43	12	6.8
INST OF AMERICAN INDIAN ARTS (1)	+	--	--	--	--	+	--	1	100	0	96	5.0
NEW MEXICO JR C (1)	32.8	--	--	--	--	32.8	-1.7	68	41	0	0	4.7
NEW MEXICO MILITARY INST (1)	46.0	37.0	37.7	26.3	--	35.9	3.1	62	34	55	13	9.0
NEW MEXICO STATE U-ALAMOGORDO (1)	+	+	31.7	27.7	--	*29.3	1.6	48	42	33	0	6.9
NEW MEXICO STATE U-CARLSBAD (1)	+	36.7	32.8	29.8	--	*33.1	-1.8	26	54	38	0	7.6
NEW MEXICO STATE U-DONA ANA (1)	+	34.4	29.0	27.6	--	*29.8	3.4	44	52	36	32	7.1
NEW MEXICO STATE U-GRANTS (1)	+	+	30.2	26.2	--	*28.5	5.2	12	58	17	0	7.1
NORTHERN NEW MEXICO CC (1)	--	--	--	--	26.5	26.5	-13	39	51	28	0	7.1
SAN JUAN C (1)	+	38.2	36.6	35.1	--	*36.1	3.0	64	42	0	0	10.6
SANTA FE CC (1)	--	--	--	--	29.2	29.2	-5.2	25	56	0	44	5.7

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
U OF NEW MEXICO-GALLUP CAMPUS (1)	+	37.2	29.8	28.6	--	*29.1	--	71	44	6	4	6.2
U OF NEW MEXICO-LOS ALAMOS CAMPUS (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF NEW MEXICO-VALENCIA COUNTY BRANCH (1)	--	35.7	30.4	29.5	--	*31.2	--	21	52	29	5	6.8
BA+												
EASTERN NEW MEXICO U-MAIN CAMPUS (1)	52.5	40.1	34.4	29.1	--	37.8	-0.1	148	41	43	1	8.5
NEW MEXICO HIGHLANDS U (1)	46.0	37.7	33.1	--	33.7	*37.1	--	124	40	40	0	8.6
WESTERN NEW MEXICO U (1)	46.4	35.6	28.7	24.9	--	36.4	--	80	45	59	9	9.5
DOCTORAL												
NEW MEXICO INST OF MINING & TECHNOLOGY (1)	59.7	45.7	40.6	--	--	*48.3	3.2	100	11	59	7	29.5
NEW MEXICO STATE U-MAIN CAMPUS (1)	57.4	47.1	39.0	24.6	--	46.1	3.0	460	32	55	23	10.3
U OF NEW MEXICO-MAIN CAMPUS (1)	63.8	47.5	39.7	33.5	--	50.7	1.3	836	34	68	3	10.2
Independent Institutions												
BA												
NAZARENE INDIAN BIBLE C (1)	--	--	--	--	+	+	--	1	0	0	75	--
BA+												
C OF SANTA FE (1)	43.3	36.1	31.2	--	--	37.5	11.0	46	28	61	18	5.2
C OF THE SOUTHWEST (1)	--	+	30.6	--	--	*30.6	--	14	50	0	0	3.8
SOUTHWESTERN C (1)	--	--	--	--	--	--	--	0	--	--	100	--
ST JOHN'S C (1)	--	--	--	--	43.2	43.2	-0.3	53	25	55	0	13.8
NEW YORK												
Public Institutions												
AA												
ADIRONDACK CC (1)	48.6	37.5	30.2	--	--	*38.1	--	96	43	84	0	23.0
BROOME CC (1)	60.1	49.6	41.6	31.1	--	*51.8	--	159	38	87	0	13.4
CAYUGA COUNTY CC (1)	53.2	40.9	36.7	34.0	--	*49.9	2.1	52	37	90	4	12.6
CLINTON CC (1)	44.6	40.4	29.3	24.2	--	*35.9	--	41	46	61	0	11.9
COLUMBIA-GREENE CC (1)	54.3	43.9	38.3	24.2	--	*42.9	0.0	46	46	85	6	13.7
CORNING CC (1)	56.3	39.2	33.6	26.2	--	*47.5	--	110	35	79	1	11.1
CUNY BOROUGH OF MANHATTAN CC (1)	73.9	56.4	45.8	41.0	--	57.8	2.1	257	51	65	0	--
CUNY BRONX CC (1)	75.3	60.7	48.4	42.0	--	*59.1	--	178	42	63	0	--
CUNY HOSTOS CC (1)	74.0	60.0	46.9	43.6	--	55.2	1.5	142	51	58	0	--
CUNY KINGSBOROUGH CC (1)	75.4	61.9	47.4	43.4	--	*58.7	--	210	42	66	0	--
CUNY LAGUARDIA CC (1)	72.2	57.1	44.5	42.2	--	56.5	4.0	226	58	56	0	--
CUNY QUEENSBOROUGH CC (1)	75.8	61.2	49.4	42.8	--	64.6	--	245	39	84	0	--
DUTCHESS CC (1)	56.3	47.0	38.3	32.2	--	44.3	1.6	128	46	73	0	12.7
ERIE CC-CITY CAMPUS (1)	50.7	44.6	37.9	29.9	--	41.8	0.1	115	47	85	0	12.1
ERIE CC-NORTH CAMPUS (1)	53.4	45.4	38.8	29.8	--	44.9	-0.1	209	49	87	0	--
ERIE CC-SOUTH CAMPUS (1)	51.6	45.7	39.4	29.8	--	*45.5	--	95	43	88	0	13.5
FINGER LAKES CC (1)	54.2	41.9	36.3	30.1	--	42.6	5.2	101	43	81	0	11.3
FULTON-MONTGOMERY CC (1)	59.6	50.9	40.3	31.7	--	*47.1	--	49	37	80	0	12.1
GENESEE CC (1)	52.5	44.0	36.4	27.5	--	*46.5	--	77	44	0	0	14.1
HERKIMER COUNTY CC (1)	48.1	38.3	31.9	25.7	--	37.2	--	85	38	80	0	11.1
HUDSON VALLEY CC (1)	60.0	48.3	40.2	31.1	--	47.1	4.9	257	45	84	0	12.4
JAMESTOWN CC (1)	49.7	40.1	34.4	32.2	--	*42.2	--	88	42	90	0	16.0
JAMESTOWN CC-CATTARAUGUS COUNTY (1)	--	--	--	--	--	--	--	--	--	--	--	--
JEFFERSON CC (1)	60.1	45.2	37.6	32.4	--	42.6	7.9	72	47	64	0	11.5
MOHAWK VALLEY CC (1)	47.8	40.9	33.5	25.9	--	36.5	-1.4	142	35	82	0	11.5

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MOHAWK VALLEY CC ROME BRANCH (1)	--	--	--	--	--	--	--	--	--	--	--	--
MONROE CC (1)	62.6	50.1	41.1	34.4	--	*50.2	--	280	41	78	3	14.3
MONROE CC-E KENT DAMON CITY CTR (1)	--	--	--	--	--	--	--	--	--	--	--	--
NASSAU CC (1)	78.2	62.9	52.8	43.7	--	64.2	-3.2	512	45	82	0	23.2
NIAGARA COUNTY CC (1)	61.3	51.9	44.9	35.1	--	51.6	7.0	148	44	85	3	13.9
NORTH COUNTRY CC (1)	51.9	46.3	35.7	26.9	--	*40.9	--	37	43	76	5	15.0
NORTH COUNTRY CC-MALONE (1)	--	--	--	--	--	--	--	--	--	--	--	--
NORTH COUNTRY CC-TICONDEROGA (1)	--	--	--	--	--	--	--	--	--	--	--	--
ONONDAGA CC (1)	54.8	47.4	41.7	34.5	--	*47.9	--	164	44	89	0	17.2
ORANGE COUNTY CC (1)	56.0	47.4	38.0	32.0	--	43.3	-1.2	153	49	82	0	15.9
ROCKLAND CC (1)	61.2	47.7	40.4	35.6	--	*50.9	--	150	52	81	0	13.8
SCHENECTADY COUNTY CC (1)	49.8	36.4	27.9	--	--	*40.9	--	55	42	0	0	13.6
SUFFOLK COUNTY CC-AMMERMAN CAMPUS (1)	63.1	47.4	36.6	35.5	--	*56.6	--	236	40	90	0	16.3
SUFFOLK COUNTY CC-EASTERN CAMPUS (1)	60.0	44.2	38.0	--	--	*49.1	-0.2	40	43	78	0	14.7
SUFFOLK COUNTY CC-WESTERN CAMPUS (1)	59.2	45.8	39.5	34.7	--	51.0	1.6	85	40	80	0	15.4
SULLIVAN COUNTY CC (1)	45.5	38.6	33.8	--	--	*41.5	--	51	33	88	0	--
SUNY C OF AGRIC & TECHN AT MORRISVILLE (1)	50.8	39.7	34.9	31.2	--	40.6	--	103	39	68	4	11.3
SUNY C OF TECHNOLOGY AT CANTON (1)	48.7	40.0	34.7	--	--	*43.0	--	78	28	77	0	11.6
SUNY C OF TECHNOLOGY AT DELHI (1)	49.0	40.5	32.6	29.6	--	39.6	1.4	98	26	63	0	11.5
SUNY ULSTER COUNTY CC (1)	54.8	45.4	40.6	34.7	--	47.9	9.7	64	41	86	0	16.0
SUNY WESTCHESTER CC (1)	75.0	65.5	54.5	--	--	63.8	--	166	42	83	0	20.6
TOMPKINS-CORTLAND CC (1)	48.9	36.9	34.0	32.4	--	*43.7	7.7	63	49	90	0	12.6
BA												
CUNY MEDGAR EVERS C (1)	72.3	58.0	49.0	45.3	--	*57.2	-0.6	115	47	57	0	--
CUNY NEW YORK CITY TECH C (1)	74.8	60.4	51.1	47.0	--	61.0	--	276	41	78	0	--
CUNY YORK C (1)	75.1	62.8	48.6	46.4	--	*61.5	--	141	41	72	0	--
SUNY C AT OLD WESTBURY (1)	63.8	49.1	39.0	33.7	--	*49.9	--	116	50	74	1	13.6
SUNY C OF AGRIC & TECHN AT COBLESKILL (1)	50.1	40.3	36.1	28.4	--	*42.2	--	115	32	78	3	11.8
SUNY C OF TECHNOLOGY AT ALFRED (1)	52.9	44.6	34.0	30.3	--	*42.8	--	141	18	61	2	12.3
SUNY C OF TECHNOLOGY AT FARMINGDALE (1)	64.8	55.6	42.1	33.6	--	53.9	1.6	190	36	67	1	14.4
U.S. MERCHANT MARINE ACAD (3)	--	--	--	--	--	--	--	--	--	--	--	--
U.S. MILITARY ACAD (1)	119.7	+	70.1	--	--	*79.7	39.3	30	23	0	94	18.5
BA+												
CUNY BERNARD M BARUCH C (1)	75.3	60.7	52.9	48.9	--	*64.2	--	413	32	75	0	--
CUNY BROOKLYN C (1)	77.5	62.1	48.2	49.3	--	*69.1	--	490	32	84	0	--
CUNY CITY C (1)	78.9	62.3	51.5	49.1	--	*69.2	--	530	31	78	0	--
CUNY C OF STATEN ISLAND (1)	75.7	63.4	50.6	47.3	--	*64.1	0.7	264	36	83	0	--
CUNY HUNTER C (1)	75.3	60.4	47.5	46.2	--	*63.4	--	544	49	75	0	--
CUNY JOHN JAY C CRIMINAL JUSTICE (1)	76.8	61.7	47.8	44.8	--	*63.2	--	224	40	72	0	--
CUNY LEHMAN C (1)	77.2	62.2	50.0	47.7	--	65.0	--	286	39	76	0	--
FASHION INST OF TECHNOLOGY (1)	77.0	61.3	53.2	38.3	--	60.1	--	159	47	94	0	21.0
QUEENS C (1)	77.5	61.5	49.1	47.7	--	65.3	1.5	541	33	76	0	--
SUNY C AT BROCKPORT (1)	63.0	53.4	41.6	33.2	--	*50.8	--	270	31	70	0	14.1
SUNY C AT BUFFALO (1)	56.0	45.7	38.8	35.1	--	47.0	1.0	393	31	74	2	13.1
SUNY C AT CORTLAND (1)	56.0	43.0	36.1	34.9	--	46.3	2.0	222	29	71	0	13.3
SUNY C AT FREDONIA (1)	58.6	45.6	35.5	29.8	--	*48.3	1.7	211	27	70	4	13.6
SUNY C AT GENESEO (1)	55.8	44.4	36.3	36.5	--	42.8	2.2	237	34	55	1	12.2
SUNY C AT NEW PALTZ (1)	61.9	48.6	39.8	31.1	--	48.5	--	263	36	62	3	13.7
SUNY C AT ONEONTA (1)	56.7	44.4	37.7	32.1	--	46.4	--	226	32	72	0	13.3

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
SUNY C AT OSWEGO (1)	56.1	45.9	35.9	29.4	--	*45.9	--	304	31	65	1	13.1
SUNY C AT PLATTSBURGH (1)	55.3	45.1	37.2	29.2	--	*46.7	--	247	29	67	2	13.4
SUNY C AT POTSDAM (1)	55.5	42.3	35.1	30.0	--	*44.7	--	197	28	67	1	12.9
SUNY C AT PURCHASE (1)	55.3	45.3	36.8	36.2	--	*45.8	--	112	40	71	0	12.9
SUNY EMPIRE STATE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
SUNY INST OF TECHNOLOGY AT UTICA-ROME (1)	54.4	49.6	43.9	34.5	--	*47.8	1.6	81	22	65	0	13.0
SUNY MARITIME C (1)	54.7	47.4	40.5	--	--	*49.6	-0.7	43	9	77	0	13.2
DOCTORAL												
CORNELL U-NY STATE STATUTORY CS (1)	84.3	64.3	57.6	34.9	--	*56.0	--	77	44	47	84	21.3
CUNY GRAD SCHL & U CTR (1)	84.9	61.2	52.4	--	--	*81.5	-0.3	113	37	68	0	--
NY STATE C OF CERAMICS AT ALFRED UNIV (1)	67.3	45.5	35.7	--	--	*49.8	--	45	24	98	2	13.8
SUNY AT ALBANY (1)	77.2	55.5	43.1	37.6	--	62.1	3.4	564	29	77	2	16.5
SUNY AT BINGHAMTON (1)	74.3	54.4	43.4	35.4	--	59.2	3.4	442	24	76	0	16.4
SUNY AT BUFFALO (1)	79.4	56.2	44.4	33.8	--	*62.5	--	819	27	72	18	16.5
SUNY AT STONY BROOK (1)	79.9	55.8	44.2	39.5	--	*63.8	--	646	23	73	15	16.9
SUNY C OF ENVIRONMENTAL SCI & FORESTRY (1)	62.9	47.9	40.6	--	--	*48.0	--	55	18	60	48	13.1
SUNY C OF OPTOMETRY (1)	--	*	--	--	--	*	--	1	0	0	98	16.3
SUNY HLTH SCIENCE CTR AT BROOKLYN (1)	--	--	--	--	--	--	--	0	--	--	100	--
SUNY HLTH SCIENCE CTR AT SYRACUSE (1)	--	--	--	--	--	--	--	0	--	--	100	--
Independent Institutions												
AA												
AMERICAN ACAD OF DRAMATIC ARTS (1)	--	--	--	--	--	--	--	--	--	--	--	--
ARNOT-OGDEN MED CTR SCHL OF NURSING (1)	--	--	--	--	--	--	--	0	--	--	100	--
BETH MEDRASH EEYUN HATALMUD (3)	--	--	--	--	--	--	--	--	--	--	--	--
BRAMSON ORT TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
CATHOLIC MED CTR SCHL OF NURSING (1)	--	--	--	--	54.9	54.9	--	10	100	0	50	--
COCHRAN SCHL OF NURSING (1)	--	--	--	--	--	--	--	0	--	--	100	--
EMPIRE STATE BAPTIST SEM (3)	--	--	--	--	--	--	--	--	--	--	--	--
HELENE FULD SCHL OF NURSING (1)	--	--	--	--	--	--	--	0	--	--	100	--
LONG ISLAND C HOSP SCHL OF NURSING (1)	--	*	*	44.0	--	*44.0	-6.3	9	100	0	10	15.1
MARIA C OF ALBANY (1)	*	31.6	26.5	24.1	--	*26.5	10.3	29	90	24	0	4.2
MATER DEI C (1)	29.6	27.4	22.1	24.3	--	*26.5	--	23	65	0	50	6.5
MILLARD FILLMORE HOSPS SCHL OF NURSING (1)	--	--	--	--	--	--	--	0	--	--	100	--
PAUL SMITHS C OF ARTS & SCIENCE (1)	40.1	33.1	26.8	21.0	--	32.0	6.8	60	40	0	10	6.8
PHILLIPS BETH ISRAEL SCHL OF NURSING (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAGE JR C OF ALBANY (1)	--	--	--	--	--	--	--	--	--	--	--	--
SAINT ELIZABETH HOSP SCHL OF NURSING (1)	--	--	--	--	--	--	--	0	--	--	100	--
SARA SCHENIRER TEACHERS SEM (3)	--	--	--	--	--	--	--	--	--	--	--	--
TROCAIRE C (1)	32.8	26.0	27.4	24.7	--	*27.2	--	39	65	0	9	6.4
VILLA MARIA C BUFFALO (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA												
ALBANY C OF PHARMACY (1)	59.7	44.6	40.0	--	--	*50.8	4.3	24	38	54	27	--
ASSOCIATED BETH RIVKAH SCHLS (1)	--	--	--	--	--	--	--	--	--	--	--	--
BARNARD C (1)	77.9	52.0	43.1	39.5	34.2	*53.7	--	162	60	37	0	14.5
BORICUA C (3)	--	--	--	--	--	--	--	--	--	--	--	--
CAZENOVIA C (1)	44.9	34.9	29.8		--	33.8	-3.2	48	65	52	0	8.8
C OF AERONAUTICS (1)	46.3	43.5	31.1	34.5	--	*42.1	--	56	11	63	0	8.0
CONCORDIA C (1)	--	--	--	--	--	--	--	0	--	--	100	--
CULINARY INST OF AMERICA (1)	--	--	--	--	--	--	--	0	--	--	100	--

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
HAMILTON C (1)	68.4	52.0	40.7	37.4	--	*53.1	--	152	38	61	0	13.6
HARTWICK C (1)	54.9	45.1	35.1	--	--	46.1	3.0	103	35	66	0	11.1
HILBERT C (1)	34.5	31.6	31.0	25.6	--	*31.2	--	30	53	0	0	6.7
HOBART WILLIAM SMITH CS (1)	64.0	41.0	36.3	--	--	*50.1	-4.0	132	36	86	0	13.0
HOUGHTON C (1)	40.5	35.3	30.3	--	--	*36.5	--	77	26	56	0	11.5
KEUKA C (1)	44.7	33.4	28.1	--	--	34.7	--	46	41	52	12	3.1
LONG ISLAND SEM OF JEWISH STUDIES (3)	--	--	--	--	--	--	--	--	--	--	--	--
MARYMOUNT C (1)	43.8	36.4	30.0	--	--	*37.5	2.8	56	61	77	0	11.5
MARYMOUNT MANHATTAN C (1)	51.9	44.2	33.7	--	--	40.4	--	55	58	62	0	8.6
MEDAILLE C (1)	50.9	42.1	32.9	--	--	*42.0	--	41	51	59	0	--
MERCY C-BRONX BRANCH CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
MERCY C-WHITE PLAINS BRANCH CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
MERCY C-YORKTOWN HEIGHTS BRANCH CAMP (1)	--	--	--	--	--	--	--	--	--	--	--	--
NEW YORK SCHL OF INTERIOR DESIGN (1)	--	--	--	--	--	--	--	0	--	--	100	--
NORTHEAST CTR FOR JUDAIC STUDIES (3)	--	--	--	--	--	--	--	--	--	--	--	--
RABBINICAL C BOBOVER YESHIVA BNEI ZION (4)	9.4	--	--	--	11.1	10.0	--	16	0	--	0	--
RABBINICAL C OF LONG ISLAND (1)	21.9	--	--	--	--	21.9	1.5	4	0	100	0	--
SAINT JOSEPHS C-MAIN CAMPUS (1)	55.5	44.7	39.2	28.6	--	41.2	4.6	86	65	22	1	8.7
ST FRANCIS C (1)	60.9	52.7	38.1	30.4	--	48.3	3.2	59	39	41	0	--
TALMUDICAL SEM OF OHOLEI TORAH (4)	11.0	--	--	--	--	11.0	--	11	0	--	0	--
THE KINGS C (3)	--	--	--	--	--	--	--	--	--	--	--	--
UTICA C OF SYRACUSE U (1)	48.7	39.8	35.0	--	--	40.8	2.2	99	40	76	0	13.4
WADHAMS HALL SEM C (4)	--	--	--	--	--	--	--	--	--	--	--	--
WEBB INST (1)	62.4	+	+	--	--	*62.4	5.9	8	25	13	0	14.2
WELLS C (1)	46.0	37.7	32.5	--	--	*41.1	--	42	57	69	0	--
YESHIVA & KOLLEL HARBOTZAS TORAH (1)	--	--	--	--	--	--	--	0	--	--	100	--
YESHIVA SHAAR HATORAH (4)	--	--	--	--	--	--	--	0	--	--	100	--
BA+												
AUDREY COHEN C (1)	--	--	--	--	--	--	--	0	--	--	100	--
BANK STREET C OF EDUCATION (1)	--	--	--	--	48.3	48.3	1.5	48	77	0	16	10.6
BARD C (1)	67.5	47.6	39.7	--	--	54.6	4.7	89	38	57	0	16.5
BETH HATALMUD RABBINICAL C (1)	--	--	--	--	--	--	--	0	--	--	100	--
CANISIUS C (1)	54.0	46.4	38.9	--	--	47.4	8.4	191	20	80	0	11.1
CATHOLIC MED CTR SCHL OF MED TECH (1)	--	--	--	--	--	--	--	--	--	--	--	--
CENTRAL YESHIVA TOMCHEI TMIMIM LUBAVITZ (1)	28.9	20.5	--	--	26.1	25.6	1.8	16	0	69	0	9.7
COLGATE U (1)	75.0	57.0	42.8	--	--	*60.3	--	192	33	72	0	14.6
C OF MOUNT SAINT VINCENT (1)	33.3	43.2	34.1	35.9	--	*37.8	0.1	69	68	49	3	7.6
C OF NEW ROCHELLE (1)	59.1	48.1	42.1	--	--	*47.9	--	67	61	72	0	12.7
C OF SAINT ROSE (1)	49.8	44.0	36.0	31.3	--	*41.0	--	135	53	56	0	10.1
COOPER UNION (1)	75.3	55.9	48.2	--	--	63.5	--	56	20	84	0	15.9
D YOUVILLE C (1)	45.4	42.2	34.4	30.2	--	*38.4	--	80	61	41	6	7.6
DAEMEN C (1)	49.0	42.1	35.7	--	--	*40.4	7.9	68	44	54	9	11.8
DOMINICAN C OF BLAUVELT (1)	53.0	44.2	37.2	33.2	--	*38.6	3.0	50	72	42	0	6.7
DOWLING C (1)	--	--	--	--	--	--	--	0	--	--	100	--
ELMIRA C (1)	53.6	37.6	33.4	16.0	--	*36.1	--	66	42	59	11	11.0
GRAD SCHL OF FIGURATIVE ART (1)	--	--	--	--	39.0	*39.0	--	4	25	0	0	9.4
HADAR HATORAH RABBINICAL SEM (3)	--	--	--	--	--	--	--	--	--	--	--	--
IONA C (1)	57.9	47.0	36.9	30.2	--	*45.3	--	175	34	75	0	10.8
ITHACA C (1)	60.1	47.6	35.4	30.0	--	44.1	-1.9	391	39	55	0	13.2

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
LE MOYNE C (1)	59.7	47.9	39.1	30.3	--	48.4	2.6	126	36	74	0	13.0
LONG ISLAND U-BRENTWOOD (1)	--	--	--	--	--	--	--	--	--	--	--	--
LONG ISLAND U-ROCKLAND CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
LONG ISLAND U-SOUTHAMPTON C (1)	--	--	--	--	--	--	--	--	--	--	--	--
MANHATTAN C (1)	58.6	49.8	39.3	--	--	*49.7	--	163	23	74	0	13.7
MANHATTANVILLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
MARIST C (1)	59.0	48.3	39.3	34.7	--	*42.4	--	157	36	42	0	13.3
MARYKNOLL SCHL OF THEOLOGY (4)	--	--	--	--	--	--	--	0	--	--	100	--
MERCY C-MAIN CAMPUS (1)	57.5	45.3	39.3	32.4	--	47.5		131	44	47	10	11.4
MESIVTA TORAH VODAATH RABBINICAL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
MOLLOY C (1)	56.3	44.1	36.6	30.4	--	*38.9	--	136	85	48	0	10.9
MOUNT SAINT MARY C (1)	--	--	--	--	--	--	--	0	--	--	100	--
NAZARETH C OF ROCHESTER (1)	55.0	44.5	37.4	--	--	46.5	4.2	100	50	68	4	11.6
NY INST OF TECHNOLOGY-CENTRAL ISLIP (1)	62.5	54.4	44.6	--	--	*53.2	2.8	27	37	63	0	14.3
NY INST OF TECHNOLOGY-MANHATTAN CAMPUS (1)	64.9	52.7	39.2	--	--	*55.4	--	50	18	80	0	16.5
NIAGARA U (1)	54.7	45.9	41.2	--	--	*47.7	--	116	35	72	0	9.4
NYACK C (1)	39.3	34.6	31.1	--	--	*34.6	--	43	33	33	0	--
OHR SOMAYACH TANENBAUM EDUC CTR (3)	--	--	--	--	--	--	--	--	--	--	--	--
PACE U-PLEASANTVILLE BRIARCLIFF (1)	--	--	--	--	--	--	--	--	--	--	--	--
PACE U-WHITE PLAINS (1)	--	--	--	--	--	--	--	--	--	--	--	--
PRATT INST-MAIN (4)	+	+	+	--	--	+	--	78	21	--	30	--
RABBINICAL ACAD MESIVTA RABBI CHAIM BERLIN (3)	--	--	--	--	--	--	--	--	--	--	--	--
RABBINICAL C OF BETH SHRAGA (4)	--	--	--	--	--	--	--	0	--	--	100	--
RABBINICAL C OF CH SAN SOFER NEW YORK (1)	34.4	--	--	--	--	34.4	-1.7	4	0	100	50	--
RABBINICAL SEM OF ADAS YEREIM (1)	35.3	--	--	--	--	35.3	19.9	5	0	100	0	--
ROBERTS WESLEYAN C (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAINT BONAVENTURE U (1)	50.2	41.3	37.1	--	+	*44.1	--	110	18	85	0	10.7
SAINT JOHN FISHER C (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAINT JOSEPHS C-SUFFOLK CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
SAINT THOMAS AQUINAS C (1)	53.8	44.5	39.2	--	--	*44.6	3.3	63	41	70	0	10.5
SARAH LAWRENCE C (1)	--	--	--	--	56.4	56.4	--	76	45	71	0	16.0
SIENA C (1)	52.0	44.1	36.4	--	--	44.8	0.2	145	30	79	0	13.7
SKIDMORE C (1)	68.3	52.9	39.4	35.6	--	*53.6	--	158	41	73	0	16.1
ST BERNARDS INST (1)	+	+	+	--	--	+	4.5	4	25	75	0	6.1
ST LAWRENCE U (1)	64.9	49.7	37.8	34.0	--	*52.1	--	154	32	73	0	13.8
SUNBRIDGE C (4)	--	--	--	--	--	--	--	--	--	--	--	--
THE C OF INSURANCE (1)	+	58.4	--	--	+	*58.4	26.3	7	14	57	0	16.5
THE SAGE CS (1)	48.0	40.7	35.3	33.3	--	*40.5	--	168	63	65	0	9.6
TOURO C (1)	82.5	62.8	37.2	24.9	--	41.8	12.0	223	46	9	0	7.9
UNITED TALMUDICAL ACAD (3)	--	--	--	--	--	--	--	--	--	--	--	--
VASSAR C (1)	72.7	55.1	44.4	39.1	--	*56.4	--	215	43	61	0	15.1
WAGNER C (1)	49.9	40.9	36.9	32.8	--	40.1	4.1	78	42	47	0	10.2
YESHIVA BAIS YISROEL (3)	--	--	--	--	--	--	--	--	--	--	--	--
DOCTORAL												
ADELPHI U (1)	72.4	56.1	48.1	--	--	61.1	11.0	220	36	82	0	15.8
ALFRED U (1)	53.7	43.2	34.6	32.6	--	46.0	0.7	114	32	68	0	10.7
BAIS MEDRASH ELYON (3)	--	--	--	--	--	--	--	--	--	--	--	--
CLARKSON U (1)	70.1	52.3	48.1	35.7	--	*56.2	--	148	12	72	0	14.8
COLGATE ROCHESTER-BEXLEY-CROZER (1)	51.5	+	+	--	--	*51.5	17.3	9	33	78	0	--

BEST COPY AVAILABLE

	Prof ($)	Assc ($)	Asst ($)	Inst./ Lect ($)	No Rank ($)	Avg. ($)	% Chng (%)	# of Fac. (#)	% Fem (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene ($)
COLUMBIA U IN THE CITY OF NEW YORK (1)	93.0	61.0	49.1	40.9	- -	73.8	- -	920	26	54	62	16.9
CORNELL U-ENDOWED CS (1)	82.2	59.4	48.3	35.6	- -	*65.8	- -	907	24	69	0	16.9
FORDHAM U (1)	77.7	61.4	46.0	41.3	- -	*62.6	2.7	508	32	69	0	17.1
GENRL THEOL SEM (4)	45.4	+	+	- -	- -	*45.4	- -	12	33	- -	0	- -
HEBREW UNION C-JEWISH INST OF RELIGION (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
HOFSTRA U (1)	80.9	60.9	48.8	42.0	- -	64.0	3.7	429	32	67	0	16.5
JEWISH THEOL SEM OF AMERICA (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
LONG ISLAND U-BROOKLYN CAMPUS (1)	69.1	55.9	44.3	36.7	40.2	*57.4	- -	568	35	60	0	16.4
LONG ISLAND U-C W POST CAMPUS (1)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
MACHZIKEI HADATH RABBINICAL C (4)	- -	- -	- -	- -	9.7	10.8	- -	7	0	- -	0	- -
MANHATTAN SCHL OF MUSIC (1)	- -	- -	- -	- -	26.3	26.3	-12	68	34	0	8	5.2
MESIVTHA TIFERETH JER AMR (1)	23.8	- -	- -	29.4	- -	26.3	12.3	9	0	100	0	20.9
MIRRER YESHIVA CENT INST (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
NEW SCHL FOR SOCIAL RESEARCH (1)	79.0	62.8	45.6	45.3	44.0	*57.7	- -	133	33	26	10	12.7
NEW YORK INST OF TECHN-OLD WESTBURY (1)	67.1	51.6	44.1	34.2	+	*55.4	- -	120	24	71	0	16.7
NEW YORK THEOL SEM (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
NEW YORK U (1)	96.3	64.7	55.9	33.6	43.4	75.1	3.3	1,222	32	62	48	24.3
PACE U-NEW YORK (1)	76.8	58.6	46.4	46.5	60.5	*65.0	2.9	451	36	80	0	16.6
POLYTECH U (1)	62.5	53.2	43.6	30.4	- -	53.8	-1.8	151	12	56	0	10.8
RABBINICAL SEM OF AMERICA (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
RABBINICAL SEM OF M'KOR CHAIM (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
RENSSELAER POLYTECH INST (1)	80.0	57.9	51.6	- -	- -	68.8	4.5	331	13	83	1	15.3
ROCHESTER INST OF TECHNOLOGY (1)	61.5	50.9	44.5	38.8	- -	51.5	10.7	601	27	81	4	13.3
ROCKEFELLER U (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
SAINT JOHNS U-NEW YORK (1)	84.1	58.1	48.4	- -	- -	*63.6	- -	523	28	78	10	13.3
SAINT VLADIMIRS ORTHODOX THEOL SEM (1)	47.4	+	- -	- -	- -	*47.4	- -	8	0	75	0	7.9
SH'OR YOSHUV RABBINICAL C (4)	21.1	- -	- -	- -	- -	21.1	- -	7	0	- -	0	- -
SYRACUSE U (1)	67.2	50.6	41.9	34.0	- -	*55.2	- -	802	28	68	2	18.2
TEACHERS C AT COLUMBIA U (1)	74.6	63.7	42.4	33.6	- -	62.1	6.0	134	53	62	0	41.8
THE JUILLIARD SCHL (1)	- -	- -	- -	- -	39.7	39.7	-21	94	38	0	0	10.8
UNION C (1)	66.2	53.6	41.7	37.3	- -	*54.4	- -	174	26	51	0	16.0
UNION THEOL SEM (1)	49.7	+	+	- -	- -	*49.7	- -	25	36	88	0	25.5
U OF ROCHESTER (1)	78.5	54.9	47.8	39.9	- -	64.6	- -	501	23	72	0	12.9
YESHIVA MIKDASH MELECH (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
YESHIVA U (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	-	100	- -
YESHIVATH VIZNITZ (4)	- -	- -	- -	- -	15.7	15.6	- -	14	0	- -	0	- -
YESHIVATH ZICHRON MOSHE (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -

NORTH CAROLINA

Public Institutions

AA

	Prof ($)	Assc ($)	Asst ($)	Inst./ Lect ($)	No Rank ($)	Avg. ($)	% Chng (%)	# of Fac. (#)	% Fem (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene ($)
ALAMANCE CC (1)	- -	- -	- -	- -	34.8	34.8	- -	16	81	0	79	8.4
ANSON CC (1)	- -	- -	- -	- -	34.6	34.6	1.4	16	38	0	54	8.6
ASHEVILLE BUNCOMBE TECH CC (1)	- -	- -	- -	- -	30.2	30.2	0.4	19	58	0	78	7.8
BEAUFORT COUNTY CC (1)	- -	- -	- -	- -	26.9	26.9	-4.2	21	62	0	57	7.2
BLADEN CC (1)	- -	- -	- -	- -	36.1	36.1	0.2	27	56	0	0	8.7
BLUE RIDGE CC (1)	- -	- -	- -	- -	+	+	- -	2	100	0	95	8.0
BRUNSWICK CC (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
CALDWELL CC & TECH INST (1)	- -	- -	- -	- -	28.0	28.0	5.0	20	75	0	72	6.9

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
CAPE FEAR CC (1)	--	--	--	--	28.6	28.6	-1.0	41	61	0	53	32.6
CARTERET CC (1)	--	--	--	--	33.3	*33.3	--	11	82	0	72	7.8
CATAWBA VALLEY CC (1)	--	--	--	--	31.2	*31.2	--	6	83	0	94	7.8
CENTRAL CAROLINA CC (1)	--	--	--	--	30.2	30.2	-1.7	37	62	0	65	7.4
CENTRAL PIEDMONT CC (1)	--	--	--	--	28.7	28.7	2.1	32	78	0	86	7.3
CLEVELAND CC (1)	--	--	--	--	29.9	*29.9	--	5	40	0	89	7.0
COASTAL CAROLINA CC (1)	--	--	--	--	27.7	27.7	5.1	23	57	0	79	7.1
C OF THE ALBEMARLE (1)	--	--	--	--	28.0	28.0	1.6	22	73	0	58	6.9
CRAVEN CC (1)	--	--	--	--	34.8	34.8	-1.0	20	50	0	64	8.5
DAVIDSON COUNTY CC (1)	--	--	--	--	33.2	33.2	1.8	31	65	0	54	8.2
DURHAM TECH CC (1)	--	--	--	--	30.6	30.6	0.0	49	61	0	54	7.5
EDGECOMBE CC (1)	--	--	--	--	28.5	*28.5	--	12	92	0	84	4.1
FAYETTEVILLE TECH CC (1)	--	--	--	--	31.0	*31.0	--	13	85	0	94	5.5
FORSYTH TECH CC (1)	--	--	--	--	27.9	27.9	6.4	37	59	0	73	6.6
GASTON C (1)	--	--	--	--	31.7	*31.7	--	13	92	0	87	7.7
GUILFORD TECH CC (1)	--	--	--	--	34.6	34.6	0.0	73	58	0	59	8.2
HALIFAX CC (1)	--	--	--	--	30.1	30.1	2.6	13	62	0	78	7.8
HAYWOOD CC (1)	--	--	--	--	29.3	29.3	4.5	6	50	0	90	6.9
ISOTHERMAL CC (1)	--	--	--	--	27.6	27.6	-1.1	15	60	0	71	6.8
JAMES SPRUNT CC (1)	--	--	--	--	*	*	2.9	3	67	0	93	7.3
JOHNSTON CC (1)	--	--	--	--	26.8	*26.8	--	8	75	0	93	6.5
LENOIR CC (1)	--	--	--	--	--	--	--	0	--	--	100	--
MARTIN CC (1)	--	--	--	--	--	--	--	0	--	--	100	--
MAYLAND CC (1)	--	--	--	--	23.0	*23.0	--	4	75	0	85	6.2
MCDOWELL TECH CC (1)	--	--	--	--	--	--	--	0	--	--	100	--
MITCHELL CC (1)	--	--	--	--	27.2	*27.2	--	6	83	0	86	6.9
MONTGOMERY CC (1)	--	--	--	--	29.5	*29.5	--	5	60	0	81	7.3
NASH CC (1)	--	--	--	--	26.2	*26.2	--	10	90	0	80	7.2
PAMLICO CC (1)	--	--	--	--	32.2	32.2	--	9	33	0	25	8.2
PIEDMONT CC (1)	--	--	--	--	30.1	30.1	1.5	19	53	0	62	6.7
PITT CC (1)	--	--	--	--	27.2	27.2	4.5	31	68	0	76	6.4
RANDOLPH CC (1)	--	--	--	--	33.9	33.9	-0.8	12	75	0	74	8.2
RICHMOND CC (1)	--	--	--	--	34.0	34.0	5.6	16	50	0	58	8.0
ROANOKE-CHOWAN CC (1)	--	--	--	--	*	*	--	1	100	0	97	6.4
ROBESON CC (1)	--	--	--	--	33.3	33.3	1.9	22	64	0	49	7.7
ROCKINGHAM CC (1)	--	--	--	--	29.8	29.8	1.5	13	62	0	77	7.6
ROWAN-CABARRUS CC (1)	--	--	--	--	34.1	34.1	3.2	38	66	0	50	7.8
SAMPSON CC (1)	--	--	--	--	*	*	--	3	33	0	93	7.1
SANDHILLS CC (1)	--	--	--	--	37.1	37.1	-0.9	31	61	0	65	9.7
SOUTHEASTERN CC (1)	--	--	--	--	29.8	23.8	1.2	4	100	0	94	7.2
SOUTHWESTERN CC (1)	--	--	--	--	*	*	--	2	100	0	96	7.5
STANLY CC (1)	--	--	--	--	30.0	30.0	3.0	17	76	0	69	7.4
SURRY CC (1)	--	--	--	--	32.0	32.0	0.8	14	71	0	81	8.5
TRI-COUNTY CC (1)	--	--	--	--	--	--	--	0	--	--	100	--
VANCE-GRANVILLE CC (1)	--	--	--	--	24.9	24.9	--	17	82	0	80	6.3
WAKE TECH CC (1)	--	--	--	--	25.4	25.4	5.3	44	77	0	79	6.1
WAYNE CC (1)	--	--	--	--	26.8	26.8	-1.1	27	85	0	73	7.2
WESTERN PIEDMONT CC (1)	--	--	--	--	--	--	--	0	--	--	100	--
WILKES CC (1)	--	--	--	--	31.6	31.6	10.1	13	54	0	78	6.6

BEST COPY AVAILABLE

	Prof ($)	Assc ($)	Asst ($)	Inst./ Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg. Bene ($)
WILSON TECH CC (1)	--	--	--	--	33.2	33.2	13.9	6	50	0	86	7.9
BA												
ELIZABETH CITY STATE U (1)	50.0	43.9	37.0	--	34.0	*42.2	-1.7	104	26	40	5	9.5
WINSTON-SALEM STATE U (1)	52.5	44.6	37.9	35.2	34.8	*43.6	--	127	50	43	19	9.7
BA+												
NORTH CAROLINA CENTRAL U (1)	60.6	48.0	40.6	40.6	34.6	*46.6	--	247	42	55	8	10.2
NORTH CAROLINA SCHL OF THE ARTS (1)	--	--	--	--	42.1	42.1	1.1	108	38	0	0	9.3
PEMBROKE STATE U (1)	58.4	43.8	37.1	34.0	+	*45.5	--	140	32	53	3	9.9
U OF NORTH CAROLINA AT ASHEVILLE (1)	57.4	45.8	35.2	38.0	29.8	*44.1	--	153	37	55	0	9.6
U OF NORTH CAROLINA AT CHARLOTTE (1)	60.8	47.0	41.1	31.1	36.0	46.8	2.1	559	33	59	11	9.9
U OF NORTH CAROLINA AT WILMINGTON (1)	57.5	44.9	38.6	31.0	34.3	*45.3	--	334	36	63	8	9.8
DOCTORAL												
APPALACHIAN STATE U (1)	53.3	44.5	38.2	30.9	32.6	45.3	1.4	552	31	62	3	9.8
EAST CAROLINA U (1)	59.2	45.0	40.7	29.9	35.1	*45.0	--	697	35	57	13	9.7
FAYETTEVILLE STATE U (1)	56.0	46.4	41.4	32.1	36.7	*43.0	--	164	29	41	20	9.6
NORTH CAROLINA AGRL & TECH ST UNIV (1)	56.9	48.5	43.6	36.7	40.9	46.0	1.3	323	32	40	19	10.1
NORTH CAROLINA STATE U AT RALEIGH (1)	72.1	50.8	45.3	30.1	31.1	53.3	3.4	896	24	63	26	10.9
U OF NORTH CAROLINA AT CHAPEL HILL (1)	73.1	52.2	45.0	34.5	37.9	60.6	1.3	917	29	74	27	11.9
U OF NORTH CAROLINA AT GREENSBORO (1)	65.7	46.6	39.5	29.3	33.2	46.3	1.4	524	43	58	4	9.8
WESTERN CAROLINA U (1)	55.1	46.4	37.8	--	38.1	45.1	1.9	304	33	61	6	9.9
Independent Institutions												
AA												
LOUISBURG C (1)	33.9	29.2	28.1	--	--	*30.4	--	35	49	66	0	--
LOUISE HARKEY SCHL OF NURSING-CABARRUS MEM HOSP (1)	--	--	--	--	39.2	39.2	--	11	100	0	8	6.5
PEACE C (1)	40.1	33.9	35.5	--	--	*37.0	6.9	27	59	70	0	8.3
SAINT MARYS C (1)	36.7	30.2	28.2	22.8	--	*28.6	1.1	24	71	33	0	5.6
BA												
BARBER-SCOTIA C (1)	37.3	31.5	+	23.2	--	*30.7	--	27	30	0	0	--
BARTON C (1)	39.6	33.2	30.6	--	--	*33.1	--	80	50	38	0	7.2
BENNETT C (1)	37.5	39.2	33.2	27.6	--	35.1	2.2	56	63	23	0	5.5
BREVARD C (1)	37.1	28.6	25.3	22.3	--	*28.6	--	46	43	43	0	5.7
CHOWAN C (1)	41.9	36.0	31.0	29.6	--	*34.2	--	48	48	50	13	--
DAVIDSON C (1)	66.2	47.6	36.7	--	34.2	*53.2	--	137	28	69	0	15.0
EAST COAST BIBLE C (1)	27.8	+	+	--	--	*27.8	9.5	9	56	11	0	3.1
GREENSBORO C (1)	43.9	36.8	34.5	--	--	*38.2	6.6	45	36	49	0	8.0
JOHN WESLEY C (1)	--	+	+	--	--	+	--	2	0	0	0	4.4
JOHNSON C SMITH U (1)	43.6	33.9	31.3	27.2	--	*33.4	--	80	33	38	0	10.0
LEES-MCRAE C (1)	+	28.8	24.9	--	--	*26.9	--	22	45	5	27	--
MARS HILL C (1)	40.2	33.2	31.0	26.3	--	34.2	4.4	77	40	65	3	5.7
METHODIST C (1)	35.2	31.7	27.0	20.5	--	29.3	-5.5	38	44	36	6	6.0
MONTREAT C (1)	36.9	32.5	27.7	--	--	*31.5	--	27	22	44	0	12.8
MOUNT OLIVE C (1)	33.4	33.2	26.8	--	--	*32.1	1.3	27	56	0	7	--
MOUNT OLIVE C-NEW BERN CTR (1)	--	--	--	--	--	--	--	--	--	--	--	--
NORTH CAROLINA WESLEYAN C (1)	42.8	36.1	32.3	--	--	*36.3	--	45	33	60	0	7.4
ROANOKE BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAINT ANDREWS PRESBYTERIAN C (1)	36.9	30.7	31.2	--	--	*32.2	--	33	27	70	0	7.6
SAINT AUGUSTINES C (4)	34.9	32.8	26.7	23.7	--	*28.0	--	85	46	--	16	--
SHAW U (1)	27.2	32.9	30.0	24.9	--	*29.0	--	51	41	8	48	5.1

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
WINSTON SALEM BIBLE C (3)	--	--	--	--	--	--	--	--	--	--	--	--
BA+												
BELMONT ABBEY C (1)	34.1	30.7	28.9	--	--	*30.9	--	41	32	73	0	7.9
CATAWBA C (1)	41.4	36.3	28.8	20.5	--	36.6	1.6	62	42	76	10	41.9
ELON C (1)	49.8	41.7	34.8	26.5	--	*39.8	--	148	36	39	0	8.7
GARDNER-WEBB U (1)	37.8	34.0	31.9	27.3	--	*33.9	--	93	49	39	7	6.4
GUILFORD C (1)	50.4	43.2	34.7	--	--	*43.1	0.9	88	35	70	0	10.9
HIGH POINT U (1)	52.6	43.4	35.7	27.8	--	*40.3	--	97	32	38	0	--
LENOIR-RHYNE C (1)	38.6	34.9	30.9	26.0	--	*35.3	--	89	42	69	2	8.7
LIVINGSTONE C (1)	32.8	29.4	26.9	25.0	--	*27.5	--	52	42	21	0	5.3
MEREDITH C (1)	47.1	39.4	35.2	32.3	--	*40.5	--	99	65	52	0	7.3
PFEIFFER C (1)	38.0	32.1	27.3	--	--	*33.3	--	47	34	28	0	6.5
PIEDMONT BIBLE C (1)	--	--	--	--	+	+	--	1	0	0	96	--
QUEENS C (1)	48.1	36.9	33.4	22.7	--	36.6	--	64	50	45	0	7.5
SALEM C (1)	40.7	38.5	31.1	30.5	--	35.6	4.6	47	47	40	0	9.2
WARREN WILSON C (1)	--	--	--	--	27.5	27.5	9.6	48	29	0	0	11.6
WINGATE U (1)	39.1	33.3	33.0	26.7	--	*34.4	--	76	39	0	5	8.4
DOCTORAL												
CAMPBELL U INC (1)	57.0	44.4	36.5	28.5	--	*43.1	--	93	31	33	28	--
DUKE U (3)	--	--	--	--	--	--	--	--	--	--	--	--
SOUTHEASTERN BAPTIST THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
WAKE FOREST U (1)	75.2	57.2	44.2	38.2	--	*60.3	--	331	28	66	0	12.6
NORTH DAKOTA												
Public Institutions												
AA												
BISMARCK STATE C (1)	--	35.3	31.3	--	--	*33.6	--	59	36	75	26	9.2
FORT BERTHOLD CC (1)	--	--	--	--	--	--	--	0	--	--	100	--
LITTLE HOOP CC (1)	--	--	--	--	28.7	*28.7	--	13	85	0	28	4.1
NORTH DAKOTA STATE C OF SCIENCE (1)	--	34.5	30.5	27.8	+	*32.4	--	126	33	64	11	9.1
NORTH DAKOTA STATE U OF BOTTINEAU (1)	--	--	--	--	--	--	--	--	--	--	--	--
STANDING ROCK C (1)	--	--	--	--	26.9	26.9	2.0	12	42	0	0	7.6
TURTLE MOUNTAIN CC (1)	--	--	--	--	24.3	24.3	-4.9	21	52	0	0	5.0
U OF NORTH DAKOTA-LAKE REGION (1)	+	+	33.3	26.0	--	*30.9	3.3	19	32	74	14	3.1
U OF NORTH DAKOTA-WILLISTON (1)	--	--	--	--	--	--	--	--	--	--	--	--
BA												
DICKINSON STATE U (1)	42.4	36.8	31.7	26.8	--	*33.7	0.1	68	34	47	7	8.9
MAYVILLE STATE U (1)	44.1	36.0	32.7	--	--	*36.9	3.6	36	14	67	0	9.6
VALLEY CITY STATE U (1)	42.3	36.3	32.3	29.9	--	*35.2	1.1	53	40	62	0	9.2
BA+												
MINOT STATE U (1)	48.1	37.4	34.6	30.2	26.8	*36.8	-1.7	161	36	56	12	8.9
DOCTORAL												
NORTH DAKOTA STATE U MAIN CAMPUS (1)	48.6	40.8	37.8	27.7	--	*37.6	--	290	28	44	42	9.6
U OF NORTH DAKOTA-MAIN CAMPUS (1)	47.9	39.2	34.5	28.6	--	38.2	-2.1	447	35	50	11	9.7
Independent Institutions												
AA												
UNITED TRIBES TECH C (1)	--	--	--	--	22.3	22.3	6.6	33	58	0	0	5.7

	Prof. ($)	Assc. ($)	Asst. ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
BA												
JAMESTOWN C (1)	39.3	31.8	27.2	22.8	- -	*31.5	- -	50	38	0	0	7.7
MEDCTR ONE C OF NURSING (1)	- -	40.0	36.9	34.9	- -	36.8	-1.8	11	100	0	0	5.3
TRINITY BIBLE C (1)	- -	- -	- -	- -	18.0	18.0	-4.8	18	22	0	0	7.0
BA+												
TRI C U (1)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
U OF MARY (1)	45.9	35.2	32.0	24.6	- -	*33.7	2.8	75	48	0	1	8.7

OHIO

Public Institutions

	Prof. ($)	Assc. ($)	Asst. ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
AA												
BELMONT TECH C (1)	- -	- -	- -	- -	33.2	33.2	5.8	38	53	0	3	6.8
BOWLING GREEN STATE U-FIRELANDS (1)	55.3	53.5	39.2	31.5	- -	*43.9	4.1	34	26	50	0	14.6
CENTRAL OHIO TECH C (1)	- -	- -	- -	- -	31.8	31.8	-1.4	46	61	50	2	7.8
CINCINNATI STATE TECH & CC (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
CLARK STATE CC (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
COLUMBUS STATE CC (1)	49.1	39.7	33.1	28.0	- -	37.9	2.3	185	47	65	0	5.5
CUYAHOGA CC DISTRICT (1)	55.9	51.3	44.7	35.2	- -	46.3	-0.9	396	48	77	0	8.4
EDISON STATE CC (1)	43.5	36.8	32.4	30.3	- -	*36.4	- -	39	49	0	0	8.8
HOCKING TECH C (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
JEFFERSON CC (1)	46.2	40.5	36.4	29.4	- -	*37.5	- -	40	63	0	0	12.7
KENT STATE U-ASHTABULA REGIONAL CAMPUS (1)	+	+	37.1	- -	- -	*37.1	-0.2	25	36	64	0	11.8
KENT STATE U-EAST LIVERPOOL REGNL CAMPUS (1)	- -	+	33.1	- -	- -	*33.1	- -	20	55	35	0	10.0
KENT STATE U-GEAUGA CAMPUS (1)	- -	+	36.6	- -	- -	*36.6	4.5	8	25	50	0	11.0
KENT STATE U-SALEM REGIONAL CAMPUS (1)	+	44.5	37.1	37.4	- -	*38.5	- -	19	37	84	5	11.4
KENT STATE U-STARK CAMPUS (1)	+	49.7	37.0	- -	- -	*41.4	- -	50	32	64	6	11.8
KENT STATE U-TRUMBULL REGIONAL CAMPUS (1)	+	50.2	34.6	- -	- -	*38.6	0.7	43	26	63	2	11.1
KENT STATE U-TUSCARAWS REGIONAL CAMPUS (1)	+	47.5	36.6	- -	- -	*40.0	3.5	24	29	63	0	11.8
LAKELAND CC (1)	60.1	54.7	44.1	35.8	- -	49.5	1.6	109	45	66	0	12.6
LIMA TECH C (1)	45.7	40.5	33.9	32.0	- -	36.2	3.1	63	59	0	14	8.1
LORAIN COUNTY CC (1)	59.3	51.2	41.3	35.7	- -	47.2	7.9	93	47	69	0	11.0
MARION TECH C (1)	36.5	34.2	30.8	- -	- -	*34.4	2.4	28	71	0	7	9.0
MIAMI U-HAMILTON (1)	62.0	49.2	39.4	28.1	- -	44.0	5.6	51	51	55	0	12.2
MIAMI U-MIDDLETOWN (1)	55.9	52.1	39.4	27.5	- -	*42.8	- -	56	50	54	0	11.8
MUSKINGUM AREA TECH C (1)	44.9	38.5	33.9	28.5	- -	*33.4	- -	47	47	0	0	11.6
NORTH CENTRAL TECH C (1)	41.5	36.4	33.8	31.4	- -	*35.4	- -	58	52	0	30	10.7
NORTHWEST STATE CC (1)	- -	- -	- -	- -	33.6	33.6	6.6	41	56	93	0	- -
OHIO STATE U AGRL TECH INST (1)	- -	46.9	+	38.0	- -	*43.9	3.2	16	19	81	52	11.1
OWENS CC (1)	48.4	40.3	34.7	30.4	- -	37.1	12.8	132	45	66	1	13.2
SINCLAIR CC (1)	51.0	40.0	33.5	26.4	- -	42.0	2.3	337	52	64	2	10.5
SOUTHERN STATE CC (1)	+	39.5	34.2	29.7	- -	*34.6	- -	31	42	0	24	9.7
STARK TECH C (1)	- -	36.4	33.2	28.7	- -	32.8	2.5	85	48	0	13	6.8
TERRA STATE CC (4)	42.2	38.0	33.8	36.9	- -	*36.6	- -	60	32	- -	0	- -
U OF AKRON-WAYNE C (1)	57.9	49.3	37.7	- -	- -	*47.2	5.5	26	42	58	4	14.0
U OF CINCINNATI-CLERMONT C (1)	+	46.2	30.6	25.0	- -	*36.8	-6.4	30	57	57	6	11.0
U OF CINCINNATI-RAYMOND WALTERS C (1)	53.0	43.5	31.5	- -	- -	*41.7	- -	91	62	85	0	12.7
WASHINGTON STATE CC (1)	+	31.9	27.4	- -	- -	*29.7	3.5	40	58	0	11	7.0
WRIGHT STATE U-LAKE CAMPUS (1)	- -	45.7	37.9	- -	- -	*39.8	- -	19	11	79	0	10.3

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA												
OHIO U CHILLICOTHE BRANCH (1)	53.3	44.0	39.1	32.4	--	*40.2	--	31	39	65	0	11.4
OHIO U EASTERN CAMPUS (1)	+	+	42.1	--	--	*42.1	4.5	15	13	73	0	12.2
OHIO U ZANESVILLE BRANCH (1)	+	49.7	37.3	33.3	--	*42.8	--	27	37	74	0	12.0
SHAWNEE STATE U (3)	--	--	--	--	--	--	--	--	--	--	--	--
BA+												
CENTRAL STATE U (3)	--	--	--	--	--	--	--	--	--	--	--	--
OHIO STATE U-LIMA CAMPUS (1)	54.5	46.8	35.6	--	--	*41.7	--	39	23	56	7	10.9
OHIO STATE U-MANSFIELD CAMPUS (1)	+	44.0	37.0	--	--	*40.2	--	37	24	57	5	10.7
OHIO STATE U-MARION CAMPUS (1)	57.8	43.9	36.5	--	--	*45.7	--	21	29	76	0	12.3
OHIO STATE U-NEWARK CAMPUS (1)	60.1	43.9	37.5	--	--	*41.5	5.0	42	29	52	5	11.0
OHIO U LANCASTER BRANCH (1)	+	47.9	36.3	--	--	*45.0	--	30	23	80	0	12.1
DOCTORAL												
AIR FORCE INST OF TECHNOLOGY (3)	--	--	--	--	--	--	--	--	--	--	--	--
BOWLING GREEN STATE U-MAIN CAMPUS (1)	65.3	51.0	40.8	29.3	--	50.0	2.5	625	32	63	6	16.5
CLEVELAND STATE U (1)	65.9	50.4	42.3	31.0	+	*52.4	5.4	486	28	70	6	12.4
KENT STATE U-MAIN CAMPUS (1)	68.4	49.2	41.2	--	--	*53.1	--	578	32	77	10	14.5
MED C OF OHIO (4)	--	43.2	35.8	29.1	--	36.4	--	32	100	--	91	--
MIAMI U-OXFORD (1)	65.3	50.3	39.5	28.1	--	*51.1	--	766	31	67	0	14.2
OHIO STATE U-MAIN CAMPUS (1)	77.3	53.3	45.0	32.9	--	59.9	4.4	1,473	27	76	18	13.9
OHIO U MAIN CAMPUS (1)	68.8	52.4	42.5	33.4	--	*54.5	--	718	27	73	0	13.5
U OF AKRON MAIN CAMPUS (1)	60.6	47.7	40.5	34.7	--	50.5	2.9	663	33	76	5	14.6
U OF CINCINNATI-MAIN CAMPUS (1)	68.2	49.3	40.0	33.0	--	55.3	--	1,074	28	77	3	16.9
U OF TOLEDO (1)	64.1	46.6	38.7	33.6	--	50.8	2.8	522	27	75	11	12.8
WRIGHT STATE U-MAIN CAMPUS (1)	64.9	49.1	38.1	26.0	--	46.5	--	396	34	61	18	11.1
YOUNGSTOWN STATE U (1)	61.9	47.5	38.1	31.6	--	50.8	3.3	453	30	75	0	13.7
Independent Institutions												
AA												
CHATFIELD C (1)	--	--	--	--	--	--	--	0	--	--	100	--
CHRIST HOSP SCHL OF NURSING (1)	--	--	--	--	--	--	--	0	--	--	100	--
FAIRVIEW HOSP SCHL OF NURSING (1)	--	--	--	--	--	--	--	0	--	--	100	--
KETTERING C MED ARTS (1)	+	+	--	--	--	+	13.1	5	60	0	89	--
MERIDIA HURON SCHL OF NURSING (1)	--	--	--	--	30.0	30.0	5.5	3	100	0	73	4.5
NORTHWESTERN C (4)	--	--	--	--	--	--	--	0	--	--	100	--
OHIO VALLEY HOSP SCHL OF NURSING (4)	--	--	--	--	--	--	--	0	--	--	100	--
PENN-OHIO C (4)	--	--	--	--	+	+	--	10	30	--	0	--
ST ELIZABETH HOSP MED CTR SCH OF RAD TECHN (3)	--	--	--	--	--	--	--	--	--	--	--	--
BA												
ALLEGHENY WESLEYAN C (1)	--	--	--	--	2.6	*2.6	--	4	25	0	33	0.1
ANTIOCH C (1)	45.8	36.8	30.7	--	--	*38.0	--	61	43	59	2	11.9
ART ACAD OF CINCINNATI (4)	40.2	31.0	+	--	--	*34.7	--	16	38	--	0	--
CAPITAL U-CLEVELAND CTR (1)	--	--	--	--	--	--	--	--	--	--	--	--
CAPITAL U-DAYTON CTR (1)	--	--	--	--	--	--	--	--	--	--	--	--
CEDARVILLE C (1)	45.1	39.2	33.4	27.6	--	*38.0	--	138	28	48	4	11.3
CINCINNATI C OF MORTUARY SCIENCE (1)	--	--	--	--	--	--	--	0	--	--	100	--
CIRCLEVILLE BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
CLEVELAND INST OF ART (1)	--	--	--	--	--	--	--	0	--	--	100	--
C OF WOOSTER (1)	58.9	42.6	35.6	31.5	--	*46.9	--	123	37	67	0	13.8

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
COLUMBUS C OF ART & DESIGN (1)	39.9	34.3	29.0	26.5	--	*31.0	4.7	58	26	0	11	7.9
DENISON U (1)	59.4	43.5	36.8	--	--	*47.5	--	138	30	64	0	14.2
DYKE C (1)	+	28.4	24.5	--	--	*26.2	--	18	44	83	0	4.4
GOD'S BIBLE SCHL & C (1)	+	--	+	--	--	+	-19	6	33	100	50	--
HIRAM C (1)	46.7	37.4	30.6	--	--	*39.6	-2.9	69	45	67	0	11.2
KENYON C (1)	63.9	45.8	39.8	--	--	*52.2	--	122	32	73	0	13.3
LOURDES C (1)	39.7	32.6	30.7	29.3	--	*31.2	--	40	75	0	17	--
MARIETTA BIBLE C INC (3)	--	--	--	--	--	--	--	--	--	--	--	--
MOUNT CARMEL C OF NURSING (1)	--	+	40.4	38.4	--	*39.2	--	24	92	0	4	11.2
MOUNT UNION C (1)	50.2	41.0	34.0	29.2	--	40.6	--	82	29	56	4	10.7
OHIO DOMINICAN C (1)	50.4	41.2	34.7	29.7	--	*40.3	--	57	56	54	0	11.7
OHIO NORTHERN U (1)	62.5	47.0	40.8	33.5	--	50.7	3.8	188	27	65	0	13.1
OHIO WESLEYAN U (1)	54.9	39.2	35.7	--	--	46.7	--	124	31	76	0	21.2
TEMPLE BAPTIST C (1)	--	--	--	--	--	--	--	--	--	--	--	--
URBANA U (1)	33.4	27.7	25.8	23.0	--	*28.0	2.4	36	25	58	0	--
WILBERFORCE U (4)	+	31.3	27.1	25.1	--	*28.3	--	45	40	--	10	--
WILMINGTON C (1)	41.9	34.8	31.4	--	--	*34.9	--	55	35	60	2	8.4
WITTENBERG U (1)	56.6	42.5	34.1	30.4	--	44.7	-1.4	141	35	76	0	13.6
BA+												
ATHENAEUM OF OHIO (1)	--	--	--	--	--	--	--	0	--	--	100	--
BALDWIN-WALLACE C (1)	56.2	44.8	37.0	--	--	49.1	3.1	142	28	72	6	13.2
BLUFFTON C (1)	41.5	34.1	30.4	--	--	35.8	5.6	49	43	65	4	9.9
CAPITAL U (1)	63.9	42.9	36.7	25.2	--	45.9	0.4	148	46	51	16	11.8
CINCINNATI BIBLE C & SEM (4)	+	+	+	--	--	+	--	31	23	--	0	--
CLEVELAND C OF JEWISH STUDIES (3)	--	--	--	--	--	--	--	--	--	--	--	--
C OF MOUNT SAINT JOSEPH (1)	52.1	43.7	35.1	30.0	--	37.8	2.7	105	56	16	0	9.7
DEFIANCE C (1)	37.7	31.2	28.8	--	--	*33.1	--	42	26	74	0	7.9
FRANCISCAN U OF STEUBENVILLE (1)	46.8	39.1	32.6	--	--	*38.4	--	86	26	50	0	12.0
FRANKLIN U (1)	--	--	--	--	+	+	--	2	100	0	96	6.0
HEIDELBERG C (1)	43.3	35.2	32.6	28.1	--	36.2	7.9	70	29	56	0	7.9
JOHN CARROLL U (1)	64.3	51.2	40.9	31.5	34.6	48.6	1.3	223	30	60	0	11.2
LAKE ERIE C (1)	33.8	30.1	28.6	19.2	--	*27.9	-0.3	24	42	42	25	7.3
MALONE C (1)	45.3	37.3	33.4	26.6	--	*37.0	2.9	83	47	39	0	--
MARIETTA C (1)	45.8	37.6	31.6	26.0	--	*38.3	--	71	27	65	0	12.5
METHODIST THEOL SCHL OHIO (1)	46.7	40.8	+	--	--	*45.4	8.0	18	22	67	0	45.6
MOUNT VERNON NAZARENE C (1)	39.9	33.6	31.9	--	--	34.9	2.1	58	28	0	5	9.3
MUSKINGUM C (1)	49.2	39.5	32.3	--	--	*38.9	3.2	71	31	68	3	12.3
NOTRE DAME C OF OHIO (1)	+	29.4	27.6	--	--	*28.2	--	26	65	0	0	5.3
OBERLIN C (1)	63.4	49.3	40.7	--	--	*55.5	--	239	26	81	0	18.6
OTTERBEIN C (1)	51.5	40.9	35.9	33.1	--	*40.9	--	123	46	43	0	10.6
PONTIFICAL C JOSEPHINUM (1)	25.1	28.0	+	--	--	*27.4	--	18	33	0	0	5.5
THE MCGREGOR SCHL OF ANTIOCH U (1)	--	--	--	--	--	--	--	0	--	--	100	--
THE U OF FINDLAY (1)	45.7	39.4	33.9	30.6	--	36.8	6.3	102	42	56	12	8.4
TIFFIN U (1)	50.8	39.7	34.9	--	--	*39.6	--	29	34	0	0	8.6
TRINITY LUTHERAN SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF RIO GRANDE (1)	46.9	37.8	33.3	--	--	*38.3	2.3	92	37	66	0	11.1
URSULINE C (1)	45.1	36.8	31.8	27.1	--	*32.8	--	65	82	32	0	--
WALSH U (1)	43.4	37.5	29.7	--	--	*36.1	--	49	47	55	8	--
WINEBRENNER THEOL SEM (1)	43.5	+	+	--	--	*43.5	3.2	8	25	63	0	--

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
XAVIER U (1)	60.0	49.4	39.0	29.0	- -	47.2	3.1	220	40	65	0	10.6
DOCTORAL												
ASHLAND U (1)	52.9	44.4	35.1	27.3	- -	42.6	- -	190	36	54	13	10.6
CASE WESTERN RESERVE U (1)	79.9	57.4	49.8	39.0	- -	64.9	4.0	467	28	68	10	14.8
CLEVELAND INST OF MUSIC (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
HEBREW UNION C-JEWISH INST OF RELIGION (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
RABBINICAL C TELSHE (1)	- -	- -	- -	- -	15.9	15.9	36.0	10	0	100	0	13.7
THE UNION INST (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
UNITED THEOL SEM (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
U OF DAYTON (1)	62.3	49.3	40.9	- -	- -	*50.2	- -	368	22	68	9	15.1

OKLAHOMA

Public Institutions

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
AA												
CARL ALBERT STATE C (1)	- -	- -	- -	- -	29.9	29.9	-7.2	26	42	0	21	6.9
CONNORS STATE C (1)	- -	- -	- -	- -	32.9	32.9	1.9	43	53	86	12	7.4
EASTERN OKLAHOMA STATE C (1)	- -	- -	- -	- -	33.8	33.8	-0.6	45	49	69	0	7.9
MURRAY STATE C (1)	+	- -	29.3	29.7	- -	*29.6	- -	36	47	58	10	5.0
NE OKLAHOMA AGRL & MECH COLL (1)	- -	- -	- -	- -	31.8	31.8	1.3	85	46	82	7	7.5
NORTHERN OKLAHOMA C (1)	- -	- -	- -	- -	32.7	32.7	2.2	45	53	64	4	7.9
OKLAHOMA CITY CC (1)	- -	- -	- -	- -	36.9	36.9	3.6	101	51	0	5	9.6
OKLAHOMA STATE U-OKLAHOMA CITY (4)	34.0	32.9	32.8	27.0	- -	30.9	- -	39	59	- -	32	- -
OKLAHOMA STATE U-OKMULGEE (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
REDLAND CC (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
ROGERS STATE C (4)	- -	- -	- -	- -	+	+	- -	1	0	- -	98	- -
ROSE STATE C (1)	35.7	- -	- -	- -	- -	35.7	9.7	126	54	71	13	9.3
SEMINOLE JR C (1)	- -	- -	- -	- -	30.3	30.3	1.8	39	41	62	9	7.7
TULSA JR C (1)	- -	- -	37.4	39.0	- -	37.7	0.0	198	57	0	15	10.6
WESTERN OKLAHOMA STATE C (1)	- -	- -	- -	- -	33.6	33.6	2.5	32	41	72	22	5.5
BA												
OKLAHOMA PANHANDLE STATE U (1)	42.9	36.1	31.0	29.9	- -	*34.2	- -	50	32	38	6	7.4
U OF SCIENCE & ARTS OF OKLAHOMA (1)	40.5	33.9	30.7	26.9	- -	*33.2	- -	44	41	59	15	9.1
BA+												
CAMERON U (1)	44.8	36.7	34.7	27.0	+	*36.8	- -	168	32	51	4	9.8
EAST CENTRAL U (1)	46.1	41.5	35.9	30.9	- -	*38.6	- -	157	34	54	0	8.9
LANGSTON U (1)	44.4	38.4	31.8	32.6	+	*34.2	2.3	73	52	21	29	6.7
NORTHEASTERN STATE U (1)	46.5	38.7	36.3	31.2	- -	*38.5	- -	242	31	53	9	9.3
NORTHWESTERN OKLAHOMA STATE U (1)	43.9	37.7	33.8	27.1	- -	*33.4	- -	66	45	26	15	7.3
SOUTHEASTERN OKLAHOMA STATE U (1)	49.1	43.5	37.1	29.8	- -	38.1	1.0	139	35	37	6	7.9
SOUTHWESTERN OKLAHOMA STATE U (1)	46.2	43.1	37.8	28.4	- -	38.3	-0.8	207	35	55	4	10.8
U OF CENTRAL OKLAHOMA (1)	52.5	46.4	40.8	33.9	- -	44.3	4.2	386	41	55	0	9.1
DOCTORAL												
OKLAHOMA STATE U-MAIN CAMPUS (1)	58.7	44.8	39.3	32.4	- -	*48.7	- -	539	21	78	35	11.2
U OF OKLAHOMA HLTH SCIENCES CTR (1)	+	+	29.0	23.0	+	*27.4	2.6	26	88	8	92	6.0
U OF OKLAHOMA NORMAN CAMPUS (1)	61.8	45.0	37.1	18.2	-	47.7	3.3	708	22	62	12	12.8

Independent Institutions

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
AA												
BACONE C (1)	+	26.0	24.9	21.2	- -	*24.2	0.4	18	89	0	14	5.0

BEST COPY AVAILABLE

	Prof ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg Bene. ($)
SAINT GREGORYS C (1)	--	--	--	--	26.3	26.3	-0.3	11	55	55	0	4.9
BA												
BARTLESVILLE WESLEYAN C (1)	--	--	--	--	28.2	28.2	6.4	28	21	0	7	9.5
HILLSDALE FREE WILL BAPTIST C (1)	--	--	--	--	20.5	20.5	--	9	33	0	0	7.5
BA+												
OKLAHOMA BAPTIST U (1)	41.4	34.4	29.4	--	--	*34.0	--	99	45	67	3	8.5
OKLAHOMA CHRISTIAN U OF SCIENCE & ARTS (1)	47.3	38.9	33.1	--	--	*41.8	--	78	19	53	1	6.5
OKLAHOMA CITY U (1)	56.4	55.5	30.0	18.6	26.7	*42.0	--	161	41	50	0	7.3
PHILLIPS U (1)	39.4	35.5	29.9	--	--	*34.5	--	38	34	50	3	7.2
SOUTHERN NAZARENE U (1)	35.8	31.3	28.5	--	--	31.9	1.0	52	44	15	0	10.4
DOCTORAL												
ORAL ROBERTS U (1)	41.6	33.3	28.8	25.0	--	31.0	--	145	32	23	12	3.6
U OF TULSA (1)	68.2	49.1	39.2	28.0	--	51.5	--	270	27	66	0	16.5

OREGON

Public Institutions

	Prof ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg Bene. ($)
AA												
BLUE MOUNTAIN CC (1)	--	--	--	--	43.0	43.0	2.8	76	39	79	3	14.9
CENTRAL OREGON CC (1)	49.7	43.5	37.4	31.7	--	40.4	1.6	81	41	62	0	10.5
CHEMEKETA CC (1)	--	--	--	--	44.8	44.8	4.5	201	51	0	7	12.2
CLACKAMAS CC (1)	--	--	--	--	42.7	42.7	0.6	129	43	85	0	13.5
CLATSOP CC (1)	--	--	--	--	38.0	38.0	5.0	36	39	69	0	8.4
LANE CC (1)	--	--	--	--	40.8	40.8	3.0	282	49	100	0	15.3
LINN-BENTON CC (1)	--	--	--	--	36.3	36.3	-3.1	177	52	0	0	9.7
MT HOOD CC (4)	--	--	--	--	+	+	--	157	41	--	7	--
PORTLAND CC (1)	--	--	--	--	44.9	44.9	11.0	365	53	87	0	12.2
ROGUE CC (1)	--	--	--	--	40.5	40.5	-1.8	58	60	0	19	12.0
SOUTHWESTERN OREGON CC (1)	43.1	39.1	35.4	30.1	25.5	*34.9	--	55	47	55	27	11.3
TREASURE VALLEY CC (1)	--	--	--	--	39.0	39.0	3.6	42	36	83	11	48.2
UMPQUA CC (1)	--	--	--	--	40.0	40.0	16.6	62	47	0	0	14.8
BA+												
EASTERN OREGON STATE C (1)	47.6	36.0	29.7	22.4	--	*36.7	--	75	29	52	5	11.1
OREGON INST OF TECHNOLOGY (1)	51.6	43.9	39.6	28.8	--	*44.5	2.4	106	20	66	4	13.3
SOUTHERN OREGON STATE C (1)	47.2	38.6	33.0	29.7	--	*39.9	--	155	34	50	5	8.2
WESTERN OREGON STATE C (1)	44.8	35.6	32.4	30.3	--	*37.4	5.5	145	34	64	2	11.7
DOCTORAL												
OREGON HLTH SCIENCES U (4)	+	41.9	34.1	31.5	--	*35.9	--	20	95	--	87	--
OREGON STATE U (1)	61.6	47.3	40.8	27.7	+	*48.9	4.2	444	28	68	26	14.2
PORTLAND STATE U (1)	55.9	44.1	39.2	29.3	--	47.3	1.7	401	33	68	11	6.8
U OF OREGON (1)	60.8	45.1	39.6	28.9	+	*47.5	1.5	642	33	63	6	5.9
Independent Institutions												
BA												
EUGENE BIBLE C (1)	--	--	--	--	+	+	--	2	100	0	75	2.0
PACIFIC NORTHWEST C OF ART (1)	33.9	30.5	+	--	--	*32.7	10.8	14	29	79	0	--
WESTERN BAPTIST C (1)	41.0	30.5	28.8	26.1	--	*31.9	1.4	24	25	42	0	9.8
WESTERN STATES CHIROPRACTIC C (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA+												
CONCORDIA U (1)	--	--	--	--	--	--	--	0	--	--	100	--

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LEWIS & CLARK C (1)	64.9	48.3	38.3	32.4	--	50.8	3.5	177	37	57	0	12.6
LINFIELD C (1)	49.5	39.4	33.3	28.5	--	41.8	3.7	128	39	66	0	17.1
MARYLHURST C (4)	--	--	--	--	--	--	--	--	--	--	--	--
MULTNOMAH BIBLE C & BIBLICAL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
NORTHWEST CHRISTIAN C (1)	32.5	30.9	27.7	--	--	*30.6	--	14	14	0	0	11.2
REED C (1)	63.9	47.5	40.7	--	--	*53.7	--	111	32	68	0	12.1
U OF PORTLAND (1)	61.1	48.4	38.4	41.2	--	*47.4	5.5	134	25	66	1	13.9
WARNER PACIFIC C (1)	35.9	29.9	24.5	--	--	*28.5	--	33	36	0	0	5.8
WESTERN EVANGELICAL SEM (1)	24.4	--	--	--	--	24.4	-21	12	33	0	0	20.5
WILLAMETTE U (1)	61.0	45.2	34.0	28.3	--	50.1	1.8	162	35	62	1	8.7
DOCTORAL												
GEORGE FOX C (1)	48.4	42.1	35.9	28.0	--	39.7	--	79	27	23	14	10.6
OREGON GRAD INST OF SCIENCE & TECHN (1)	--	--	--	--	--	--	--	0	--	--	100	--
PACIFIC U (1)	53.4	41.4	35.1	27.8	--	*41.6	--	90	40	50	27	9.4
WESTERN CONSERVATIVE BAPTIST SEM (1)	38.4	-	38.3	--	+	*38.3	13.2	12	8	0	14	3.4

PENNSYLVANIA

Public Institutions

	Prof ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng (%)	# of Fac. (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
AA												
BUCKS COUNTY CC (1)	52.0	36.7	29.5	--	--	*49.7	3.3	164	42	88	1	15.0
BUTLER COUNTY CC (1)	50.3	41.3	36.5	30.9	--	40.8	--	57	42	82	0	10.4
CC OF ALLEGHENY COUNTY (1)	49.7	40.3	35.5	--	--	*45.6	--	321	45	90	2	13.5
CC OF BEAVER COUNTY (1)	50.2	42.7	38.0	--	--	*44.1	--	47	53	91	0	14.2
CC OF PHILADELPHIA (1)	59.2	55.8	46.7	31.5	--	51.0	--	338	46	83	15	16.5
DELAWARE COUNTY CC (1)	65.7	57.1	50.9	--	--	60.4	6.0	121	45	97	2	19.5
HARRISBURG AREA CC-HARRISBURG (1)	59.8	44.0	37.1	31.7	--	50.6	3.3	133	37	80	10	14.6
HARRISBURG AREA CC-LANCASTER (1)	--	--	--	--	31.8	31.8	4.1	9	67	0	0	--
HARRISBURG AREA CC-LEBANON (1)	--	--	+	--	--	+	6.3	4	50	0	0	--
INDIANA U OF PENNSYLVANIA-ARMSTRONG (1)	--	--	--	--	--	--	--	--	--	--	--	--
INDIANA U OF PENNSYLVANIA-PUNXSUTAWNEY (1)	--	--	--	--	--	--	--	--	--	--	--	--
LEHIGH CARBON CC (1)	58.0	47.3	42.2	34.2	--	*47.9	--	62	48	84	0	11.0
LUZERNE COUNTY CC (1)	55.2	46.9	33.6	34.7	--	*42.7	--	102	45	0	32	14.9
MONTGOMERY COUNTY CC (1)	60.4	53.9	41.7	33.0	--	*54.3	--	130	47	91	0	18.0
NORTHAMPTON COUNTY AREA CC (1)	55.3	50.6	41.6	--	--	*51.2	--	71	44	83	3	15.6
NORTHAMPTON COUNTY AREA CC-MONROE (3)	--	--	--	--	--	--	--	--	--	--	--	--
READING AREA CC (1)	44.7	39.1	35.6	34.1	--	*40.9	5.7	54	70	0	4	11.2
THADDEUS STEVENS STATE SCHL OF TECHN (1)	--	--	--	--	44.5	44.5	4.1	38	13	89	0	14.7
U OF PITTSBURGH-TITUSVILLE (1)	--	34.9	31.1	--	--	*33.5	-1.7	21	33	33	13	8.0
WESTMORELAND COUNTY CC (1)	52.3	46.3	36.0	29.2	--	40.6	5.6	84	45	0	0	11.2
BA												
CLARION U OF PA-VENANGO CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
PA C OF TECHNOLOGY (1)	58.8	53.7	48.0	43.6	--	*49.1	--	222	26	80	0	13.7
PA STATE U-ABINGTON-OGONTZ (1)	60.4	46.2	38.6	28.7	--	*39.7	--	93	42	54	0	11.2
PA STATE U-ALLENTOWN CAMPUS (1)	+	46.4	38.6	30.1	--	*38.4	4.4	17	47	65	23	--
PA STATE U-ALTOONA CAMPUS (1)	+	45.8	38.4	36.6	--	*40.5	--	79	27	61	1	12.5
PA STATE U-BEAVER CAMPUS (1)	+	49.2	40.7	27.8	--	*41.3	3.2	36	25	58	3	11.6
PA STATE U-BERKS CAMPUS (1)	+	48.3	40.6	36.1	--	*40.5	2.7	46	37	43	6	11.8
PA STATE U-DELAWARE CAMPUS (1)	60.9	49.0	38.5	33.0	--	*44.7	--	45	40	67	0	12.3
PA STATE U-DU BOIS CAMPUS (1)	+	44.7	36.5	37.6	--	*38.6	3.9	39	28	41	5	10.8

	Prof. ($)	Assc ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg. Bene. ($)
PA STATE U-FAYETTE CAMPUS (1)	--	49.9	39.3	34.6	--	*42.3	3.1	37	24	49	18	11.2
PA STATE U-HAZLETON CAMPUS (1)	53.4	45.5	37.5	32.3	--	*38.8	--	48	27	48	6	11.5
PA STATE U-MCKEESPORT CAMPUS (1)	58.5	45.4	39.6	45.5	--	*45.0	7.9	29	24	72	6	12.7
PA STATE U-MONT ALTO CAMPUS (1)	+	44.8	38.9	33.2	--	*36.7	0.0	39	54	46	13	11.6
PA STATE U-NEW KENSINGTON (1)	+	48.0	39.8	34.8	--	*41.6	--	38	34	63	3	12.1
PA STATE U-SCHUYLKILL CAMPUS (1)	+	48.6	43.1	30.5	--	*40.4	0.5	34	24	44	6	11.1
PA STATE U-SHENANGO (1)	+	46.7	40.1	37.8	--	*40.5	--	27	33	59	4	12.1
PA STATE U-WILKES-BARRE (1)	49.3	47.5	41.8	37.8	--	*42.2	--	31	10	48	9	12.1
PA STATE U-WORTHINGTON-SCRANTON (1)	+	46.8	41.1	39.7	--	*42.4	5.2	38	26	58	14	12.0
PA STATE U-YORK CAMPUS (1)	+	45.1	41.0	30.1	--	*39.4	5.0	42	29	57	13	11.8
U OF PITTSBURGH-BRADFORD (1)	52.2	43.4	35.0	26.8	--	*38.4	--	55	40	38	10	9.0
U OF PITTSBURGH-GREENSBURG (1)	50.6	40.3	31.8	28.8	--	37.9	1.4	51	39	57	7	9.2
U OF PITTSBURGH-JOHNSTOWN (1)	57.5	43.2	33.4	30.7	+	*41.4	-0.1	119	24	69	8	10.1
BA+												
BLOOMSBURG U OF PENNSYLVANIA (1)	72.3	58.3	46.1	38.5	--	*59.0	--	338	33	75	0	16.4
CALIFORNIA U OF PENNSYLVANIA (1)	72.5	58.1	46.7	32.2	--	59.6	6.0	312	29	81	2	16.8
CHEYNEY U OF PENNSYLVANIA (1)	73.3	59.9	45.3	37.6	--	*60.0	--	93	44	74	0	18.7
CLARION U OF PENNSYLVANIA (1)	72.3	58.1	44.3	32.6	--	56.7	3.7	286	38	63	1	16.2
EAST STROUDSBURG U OF PENNSYLVANIA (1)	72.9	58.4	45.7	--	--	*60.8	--	233	35	76	0	16.0
EDINBORO U OF PENNSYLVANIA (1)	73.0	58.2	46.3	36.3	--	56.1	2.1	380	36	73	3	18.1
KUTZTOWN U OF PENNSYLVANIA (1)	72.6	58.9	44.4	33.9	--	56.8	5.8	394	37	72	0	16.6
LINCOLN U (1)	55.0	43.2	34.3	30.6	+	*39.8	--	84	42	46	0	10.9
LOCK HAVEN U (1)	73.3	59.2	46.1	36.6	--	56.0	7.6	188	35	74	0	13.7
LOCK HAVEN U-CLEARFIELD CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
MANSFIELD U OF PENNSYLVANIA (1)	69.4	55.8	44.6	32.6	--	53.8	-1.2	179	32	67	0	16.5
MILLERSVILLE U OF PENNSYLVANIA (1)	72.4	58.9	44.4	--	--	*59.3	--	312	33	77	0	17.2
PENNSYLVANIA STATE U-ERIE BEHREND C (1)	62.6	55.4	46.3	36.6	--	*46.0	--	130	24	36	4	12.9
SHIPPENSBURG U OF PENNSYLVANIA (1)	73.3	59.0	45.6	34.6	--	*61.2	--	299	28	69	0	17.2
WEST CHESTER U OF PENNSYLVANIA (1)	72.3	58.4	47.4	40.4	--	58.5	4.3	478	37	72	0	15.3
DOCTORAL												
INDIANA U OF PENNSYLVANIA (1)	73.3	58.3	45.2	36.3	--	59.1	5.1	675	35	73	0	16.7
PENNSYLVANIA STATE U-GREAT VALLEY (1)	+	63.4	48.6	--	--	*52.8	--	19	37	32	5	12.1
PENNSYLVANIA STATE U-HARRISBURG CAPITAL (1)	68.1	55.1	45.4	34.3	--	*50.9	--	130	25	53	4	13.7
PENNSYLVANIA STATE U-MAIN CAMPUS (1)	77.6	53.5	44.4	30.8	33.4	57.4	--	1,544	27	63	16	14.1
SLIPPERY ROCK U OF PENNSYLVANIA (1)	72.8	57.8	46.8	27.0	--	58.3	--	377	38	76	1	14.9
TEMPLE U (1)	82.3	63.1	47.7	35.7	--	67.8	5.6	1,062	32	76	5	15.0
U OF PITTSBURGH-MAIN CAMPUS (1)	77.3	53.0	42.6	31.5	--	58.7	--	795	28	71	38	13.4
Independent Institutions												
AA												
ALBERT EINSTEIN MED CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
BEREAN INST (1)	--	--	--	--	18.2	18.2	--	29	41	100	9	1.7
ELECTRONIC INST-MIDDLETOWN (1)	--	--	--	--	--	--	--	0	--	--	100	--
ELECTRONIC INSTS (1)	--	--	--	--	--	--	--	0	--	--	100	--
HARCUM C (1)	35.1	39.9	26.1	25.0	--	*33.9	--	21	76	48	45	5.0
JAMESON MEMORIAL HOSP (1)	--	--	--	--	--	--	--	0	--	--	100	--
JOHNSON TECH INST (1)	--	--	--	--	33.7	*33.7	--	19	5	0	0	9.3
JOHNSON TECH INST-MOSHANNON VALLEY (1)	--	--	--	--	24.2	*24.2	--	4	25	0	0	6.8
KEYSTONE C (1)	39.2	30.5	+	33.4	--	*33.5	6.2	29	55	79	0	7.6
LACKAWANNA JR C (1)	32.6	28.7	25.2	--	--	*29.8	6.1	17	53	94	0	9.7

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng (%)	# of Fac. (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg. Bene ($)
MANOR JR C (1)	32.7	29.0	23.5	--	--	*27.5	3.7	15	80	0	29	5.7
PEIRCE C (1)	40.4	+	29.3	--	--	*37.6	3.5	24	50	0	0	8.9
PENNSYLVANIA INST OF TECHNOLOGY (1)	--	--	--	--	26.8	26.8	-4.3	22	32	0	0	4.8
PITTSBURGH INST OF AERONAUTICS (1)	--	--	--	--	--	--	--	0	--	--	100	--
PITTSBURGH INST OF MORTUARY SCIENCE INC (1)	--	--	--	--	--	--	--	0	--	--	100	--
ST TIKHON THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
VALLEY FORGE MILITARY C (1)	44.6	+	31.4	--	--	*35.3	4.6	14	36	0	0	9.6
WILLIAMSON FREE SCHL (4)	--	--	--	--	+	+	--	14	14	--	13	--
BA												
ACAD OF THE NEW CHURCH (1)	+	+	39.5	29.7	--	*37.0	3.7	17	12	24	0	15.8
ALBRIGHT C (1)	49.2	40.4	35.3	--	--	*44.9	--	60	38	85	0	12.5
ALLEGHENY C (1)	58.5	45.3	35.2	30.4	+	*44.8	--	141	28	55	0	11.2
ALVERNIA C (1)	38.8	35.2	32.7	27.7	--	*33.5	--	62	71	50	0	--
CEDAR CREST C (1)	51.1	41.5	34.2	--	--	*39.8	2.7	62	58	39	5	8.4
DELAWARE VALLEY C (1)	50.1	41.7	34.8	--	--	*40.4	--	70	23	69	9	9.3
DICKINSON C (1)	64.5	49.2	39.1	34.4	--	49.2	1.7	147	35	56	0	12.7
ELIZABETHTOWN C (1)	59.8	47.5	38.2	33.8	--	*47.8	2.1	103	28	68	1	13.0
FRANKLIN & MARSHALL C (1)	71.1	49.0	37.6	--	--	*52.7	--	160	29	62	0	17.4
GETTYSBURG C (1)	66.4	50.2	39.6	37.8	--	51.0	--	155	38	68	0	15.3
GROVE CITY C (3)	--	--	--	--	--	--	--	--	--	--	--	--
HAVERFORD C (1)	70.8	52.6	42.2	35.1	--	*56.3	--	97	34	60	0	20.5
JUNIATA C (1)	50.4	39.6	32.8	--	--	*44.6	--	73	27	51	0	12.4
LAFAYETTE C (1)	71.8	54.2	43.9	--	--	*54.8	--	182	27	58	0	14.3
LYCOMING C (1)	53.8	46.8	37.6	28.0	--	*42.1	--	87	31	68	0	12.7
MANNA BIBLE INST (4)	--	--	--	--	--	--	--	--	--	--	--	--
MESSIAH C (1)	50.9	42.6	36.6	31.6	--	41.5	--	128	37	41	0	12.0
MOORE C OF ART & DESIGN (1)	35.5	29.4	28.3	--	--	*33.8	--	33	55	94	0	--
MOUNT ALOYSIUS C (1)	--	42.8	34.2	28.8	--	*33.6	6.1	52	69	4	16	7.5
MUHLENBERG C (1)	60.8	46.0	38.1	35.8	--	*47.0	--	119	36	60	0	13.4
SAINT VINCENT C (1)	48.0	42.5	34.2	29.1	--	*40.3	--	60	20	55	0	11.9
SUSQUEHANNA U (1)	57.1	44.8	37.3	30.8	--	*44.3	--	95	35	53	0	9.5
TALMUD YESHIVA OF PHILADELPHIA (1)	--	--	--	--	--	--	--	0	--	--	100	--
THIEL C (1)	45.3	38.0	33.0	29.1	--	41.0	6.8	60	38	77	0	11.3
URSINUS C (1)	54.4	42.5	38.0	--	--	*46.7	--	85	41	80	0	12.2
VALLEY FORGE CHRISTIAN C (1)	32.8	+	28.0	20.9	--	*27.6	--	19	26	5	0	6.3
WASHINGTON & JEFFERSON C (1)	60.4	50.0	39.5	37.4	--	*50.3	--	89	21	64	0	15.7
WILSON C (1)	38.9	35.5	29.8	25.5	+	*32.4	7.4	32	56	56	3	5.2
BA+												
ALLENTOWN C OF SAINT FRANCIS DE SALES (1)	51.2	43.6	34.8	33.8	--	*38.9	--	63	37	35	0	--
AMERICAN C (1)	--	--	--	--	--	--	--	0	--	--	100	--
BEAVER C (1)	59.8	49.0	39.1	--	--	*45.5	--	71	51	56	3	13.4
BUCKNELL U (1)	71.4	53.6	43.5	--	--	*56.3	--	253	28	68	0	15.2
CABRINI C (1)	47.9	42.8	34.4	--	--	*41.4	--	42	55	74	0	--
CARLOW C (1)	51.0	42.4	35.0	30.3	--	*38.5	--	55	69	25	8	9.8
CHATHAM C (1)	42.0	35.2	30.6	21.5	--	*35.1	-11	44	50	55	12	7.2
CHESTNUT HILL C (1)	+	32.6	28.8	--	--	*29.9	1.8	36	69	42	0	6.9
C MISERICORDIA (1)	55.1	44.9	38.1	--	--	*41.6	--	73	51	30	21	8.4
CURTIS INST OF MUSIC (1)	--	--	--	--	+	+	--	2	50	0	0	12.8
DICKINSON SCHL OF LAW (1)	95.7	+	+	--	--	*95.7	3.9	21	29	71	0	17.1

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac. (#)	% Fem. (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
EASTERN C (1)	47.9	40.3	35.3	--	--	*41.4	--	58	41	50	5	10.5
EVANGELICAL SCHL OF THEOLOGY (1)	+	+	+	--	--	+	-2.3	5	0	0	0	--
FAITH THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
GANNON U (1)	47.4	40.5	36.3	26.5	--	38.7	1.6	152	40	64	10	11.8
GENEVA C (1)	43.4	37.8	33.0	--	--	*38.0	0.5	53	15	66	0	10.2
GRATZ C (1)	+	+	+	--	--	+	5.4	7	43	43	0	8.8
GWYNEDD-MERCY C (1)	42.2	32.7	28.8	24.5	--	*30.4	--	74	84	59	19	6.8
HOLY FAMILY C (1)	53.1	43.4	37.7	34.0	--	*40.7	--	69	61	20	13	9.5
KING S C (1)	52.5	46.0	39.0	32.0	--	*43.9	3.6	99	23	60	0	11.7
LA ROCHE C (1)	45.9	37.8	33.4	--	--	*39.1	--	46	48	0	0	7.0
LA SALLE U (1)	59.2	48.6	42.5	--	--	*47.6	--	187	35	67	0	12.6
LANCASTER BIBLE C (1)	35.6	33.4	30.5	--	--	*32.3	--	24	38	0	20	10.2
LEBANON VALLEY C (1)	53.0	42.4	38.5	--	--	*45.9	5.8	70	23	73	0	9.4
LUTHERAN THEOL SEM AT GETTYSBURG (1)	--	--	--	--	--	--	--	0	--	--	100	--
MERCYHURST C (1)	51.7	41.4	34.3	25.5	--	*37.6	--	104	39	38	0	8.7
MORAVIAN C (1)	50.3	42.4	34.5	42.2	--	*44.1	--	86	30	69	0	11.6
NEUMANN C (1)	40.3	34.3	33.2	29.7	--	*34.4	6.7	47	72	0	0	7.7
PENNSYLVANIA ACAD OF THE FINE ARTS (1)	--	--	--	--	8.7	8.7	-5.6	48	29	0	0	3.1
PENNSYLVANIA C OF OPTOMETRY (1)	+	43.7	--	--	--	*43.7	--	4	0	100	89	10.5
PHILADELPHIA C OF BIBLE (1)	37.8	34.3	30.7	--	--	*33.6	1.4	35	26	0	0	9.3
PHILADELPHIA C OF TEXTILES & SCIENCE (1)	56.3	46.0	39.5	--	+	*45.3	--	87	33	51	0	12.1
POINT PARK C (1)	43.1	33.8	29.4	--	--	*36.6	--	74	32	73	0	9.0
ROBERT MORRIS C (1)	59.9	49.4	45.7	28.6	--	*49.0	--	100	26	0	6	13.8
ROSEMONT C (1)	45.2	39.3	25.4	--	--	*35.3	--	37	59	81	0	7.2
SAINT FRANCIS C (1)	50.4	41.7	33.9	29.1	--	*38.9	--	63	41	49	15	--
SAINT JOSEPHS U (1)	63.4	52.2	45.1	--	--	51.8	2.3	164	30	63	0	14.5
SAINT VINCENT SEM (4)	--	--	--	--	--	--	--	--	--	--	--	--
SETON HILL C (1)	51.1	39.8	34.9	--	--	*38.7	--	45	58	38	0	10.2
SWARTHMORE C (1)	78.8	57.0	44.9	--	--	*62.7	--	161	37	65	0	16.7
THE U OF THE ARTS (1)	42.6	41.1	34.6	--	--	40.4	14.9	75	36	77	0	10.6
TRINITY EPISCOPAL SCHL FOR MINISTRY (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF SCRANTON (1)	60.1	51.9	46.1	33.1	--	*51.5	3.0	244	27	70	0	16.3
WAYNESBURG C (1)	44.0	34.6	32.6	29.2	--	*35.7	2.5	63	48	30	3	11.0
WESTMINSTER C (1)	53.9	41.1	34.3	30.9	--	*44.8	--	100	29	65	0	9.0
WIDENER U-HARRISBURG CAMPUS (1)	87.7	73.5	65.2	41.9	--	*71.0	5.7	34	38	24	13	20.6
WILKES U (1)	52.0	44.8	36.7	--	--	43.7	2.0	126	29	59	6	10.6
YORK C PENNSYLVANIA (1)	63.8	53.8	45.2	--	--	*50.5	--	115	34	56	0	14.4
YORK HOSP (4)	--	--	--	--	--	--	--	0	--	--	100	--
DOCTORAL												
BAPTIST BIBLE C & SEM (1)	33.1	31.5	28.1	--	--	*31.1	2.5	30	10	3	0	9.7
BIBLICAL THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
BRYN MAWR C (1)	68.5	51.4	42.0	37.7	--	54.8	--	136	52	63	0	14.0
CALVARY BAPTIST THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
CARNEGIE MELLON U (1)	88.0	59.3	52.5	59.0	--	*72.8	--	488	17	65	5	14.5
DREXEL U (1)	65.5	49.7	47.7	--	--	57.4	-1.2	294	18	86	0	14.5
DUQUESNE U (1)	65.5	51.6	43.8	40.0	--	52.2	4.5	343	33	59	0	13.4
EASTERN BAPTIST THEOL SEM (1)	40.4	+	--	--	--	*40.4	0.6	11	27	82	0	10.2
IMMACULATA C (1)	48.2	44.6	32.3	29.0	--	39.4	--	36	58	47	0	--
LANCASTER THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
LEHIGH U (1)	79.0	55.9	44.5	34.7	--	*66.1	2.0	385	20	82	0	17.7
LUTHERAN THEOL SEM AT PHILADELPHIA (1)	45.8	42.0	+	--	--	*43.9	1.9	11	36	73	0	--
MARYWOOD C (1)	53.4	45.2	36.6	30.0	--	*43.3	--	118	53	58	2	10.3
MED C OF PA & HAHNEMANN U (1)	--	--	--	--	--	--	--	0	--	--	100	--
PHILADELPHIA C OF PHARMACY & SCIENCE (1)	54.5	47.9	37.2	32.5	--	43.2	2.7	67	33	46	44	13.5
RECONSTRUCTIONIST RABBINICAL C (1)	--	--	--	--	+	+	11.9	4	50	25	0	11.8
THOMAS JEFFERSON U (1)	+	59.8	46.0	39.5	--	*45.8	5.5	37	95	0	33	14.1
U OF PENNSYLVANIA (1)	96.9	64.3	56.0	--	--	81.5	3.8	908	22	79	8	22.9
VILLANOVA U (1)	78.0	56.7	46.6	32.3	--	57.2	2.4	501	26	74	2	16.8
WESTMINSTER THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
WIDENER U-MAIN CAMPUS (1)	59.4	49.3	40.4	34.6	--	*47.6	--	185	45	61	14	15.3
YESHIVATH BETH MOSHE (3)	--	--	--	--	--	--	--	--	--	--	--	--
RHODE ISLAND												
Public Institutions												
AA												
CC OF RHODE ISLAND (1)	48.7	35.9	31.3	--	--	*41.6	--	276	53	83	4	12.9
BA+												
RHODE ISLAND C (1)	53.0	46.0	38.7	--	--	*46.8	--	317	40	75	0	14.8
DOCTORAL												
U OF RHODE ISLAND (1)	65.9	49.8	43.3	--	--	57.7	-0.3	517	28	85	19	17.4
Independent Institutions												
AA												
NEW ENGLAND INST OF TECHNOLOGY (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA												
ROGER WILLIAMS U (1)	52.0	49.3	36.7	--	--	*50.2	--	121	28	87	3	14.6
BA+												
BRYANT C (1)	70.5	63.2	53.9	32.5	--	60.4	--	131	27	56	0	16.5
JOHNSON & WALES U (1)	46.5	37.8	33.8	29.9	--	34.9	3.6	217	41	0	0	8.5
RHODE ISLAND SCHL OF DESIGN (1)	55.2	44.1	36.8	--	--	46.2	1.0	117	38	1	0	14.8
DOCTORAL												
BROWN U (1)	80.0	54.4	46.7	42.1	--	66.6	3.9	516	26	75	0	17.0
PROVIDENCE C (1)	68.5	57.2	45.2	37.4	--	53.9	4.8	216	32	77	0	16.3
SALVE REGINA U (1)	50.6	40.7	33.9	28.8	--	*40.8	--	103	53	56	7	8.6
SOUTH CAROLINA												
Public Institutions												
AA												
AIKEN TECH C (1)	--	--	--	--	33.2	33.2	4.3	50	42	0	0	8.6
CENTRAL CAROLINA TECH C (1)	--	--	--	--	29.1	29.1	2.2	67	54	0	0	6.6
CHESTERFIELD-MARLBORO TECH C (1)	--	--	--	--	28.0	28.0	2.5	25	56	0	0	--
DENMARK TECH C (1)	--	--	--	--	26.7	26.7	6.0	26	58	0	0	11.3
FLORENCE DARLINGTON TECH C (1)	--	--	--	--	30.8	30.8	5.8	93	56	0	0	8.3
GREENVILLE TECH C (1)	--	--	--	30.6	--	*30.6	--	236	53	0	0	7.8
HORRY-GEORGETOWN TECH C (1)	--	--	--	--	32.7	32.7	6.1	79	42	0	4	8.5
MIDLANDS TECH C (1)	--	--	--	--	32.2	32.2	3.5	225	59	0	0	8.0
ORANGEBURG CALHOUN TECH C (1)	--	--	--	--	26.6	26.6	4.3	29	66	0	64	6.2
PIEDMONT TECH C (1)	--	--	--	--	28.6	28.6	4.5	73	48	0	0	7.3

	Prof. ($)	Assc. ($)	Asst. ($)	Inst / Lect. ($)	No Rank ($)	Avg. ($)	% Chng (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg Bene. ($)
SPARTANBURG TECH C (1)	--	--	--	--	28.9	28.9	5.7	99	53	0	0	7.3
TECH C OF THE LOWCOUNTRY (1)	--	--	--	--	27.9	27.9	6.1	40	60	0	0	5.4
TRI-COUNTY TECH C (1)	--	--	--	--	31.0	31.0	1.3	89	51	0	0	7.9
TRIDENT TECH C (1)	--	--	--	--	33.6	33.6	3.1	195	53	0	0	7.9
U OF SOUTH CAROLINA AT BEAUFORT (1)	46.7	37.6	32.1	--	--	38.2	--	21	33	67	5	8.7
U OF SOUTH CAROLINA AT LANCASTER (1)	47.0	38.6	32.4	--	--	*40.3	--	20	35	85	20	9.0
U OF SOUTH CAROLINA AT SALKEHATCHIE (1)	43.5	34.8	28.9	--	--	*35.3	--	17	12	59	29	8.3
U OF SOUTH CAROLINA AT SUMTER (1)	45.2	35.4	36.0	--	--	40.6	--	37	30	73	16	9.2
U OF SOUTH CAROLINA AT UNION (1)	47.4	+	--	--	--	*47.4	3.0	8	13	88	27	9.5
WILLIAMSBURG TECH C (1)	--	--	--	--	26.7	26.7	-1.0	9	67	0	0	5.2
YORK TECH C (1)	--	--	--	--	31.0	31.0	3.0	88	55	0	0	7.5
BA+												
CITADEL MILITARY C OF SOUTH CAROLINA (1)	53.9	43.6	35.7	--	--	*46.2	--	155	19	77	0	10.7
COASTAL CAROLINA U (1)	50.8	40.8	35.5	28.0	--	38.5	4.0	145	37	54	9	12.4
C OF CHARLESTON (1)	51.6	44.3	34.8	27.6	--	39.9	3.8	315	37	55	9	9.6
FRANCIS MARION U (1)	42.6	41.5	34.6	26.8	--	38.3	-5.3	164	26	66	2	9.8
LANDER U (1)	48.2	39.1	36.8	26.4	--	*40.2	--	111	43	67	4	9.6
U OF SOUTH CAROLINA AT AIKEN (1)	50.5	41.2	35.6	30.1	--	41.1	4.4	97	45	65	16	9.2
U OF SOUTH CAROLINA AT SPARTANBURG (1)	48.6	41.5	35.3	29.5	--	*41.0	--	121	47	60	7	9.2
WINTHROP U (1)	51.0	41.1	34.9	27.8	--	*41.7	--	240	37	65	2	9.7
DOCTORAL												
CLEMSON U (1)	66.0	48.1	40.5	27.1	--	51.5	4.2	759	26	66	14	11.5
MED U OF SOUTH CAROLINA (1)	+	45.9	40.1	--	--	*42.6	--	21	100	29	90	10.4
SOUTH CAROLINA STATE U (1)	50.4	42.7	36.4	31.1	--	38.9	--	223	43	28	13	8.0
U OF SOUTH CAROLINA AT COLUMBIA (1)	66.0	49.0	42.6	32.8	--	53.5	--	896	25	71	12	11.3
Independent Institutions												
AA												
SPARTANBURG METHODIST C (1)	--	--	--	--	30.3	30.3	-3.5	24	54	54	0	6.6
BA												
ALLEN U (1)	--	--	--	--	20.7	20.7	--	15	47	0	0	3.3
ANDERSON C (1)	34.0	30.4	29.7	--	--	*30.7	--	51	49	75	0	5.3
BENEDICT C (1)	35.6	31.5	29.8	22.0	--	*28.5	--	67	43	31	12	5.6
CLAFLIN C (1)	35.1	32.1	28.8	30.6	--	*31.2	--	66	41	21	0	--
COKER C (1)	42.7	38.2	31.0	--	--	*36.7	--	47	32	57	0	7.9
JOHNSON & WALES U-CHARLESTON (1)	--	+	30.1	29.9	--	*30.0	2.4	32	34	0	0	8.0
LIMESTONE C (1)	31.1	29.5	25.8	--	--	*28.0	--	30	43	33	3	--
MORRIS C (1)	+	29.8	27.3	--	--	*28.6	4.6	45	44	4	12	3.9
NEWBERRY C (1)	36.3	31.0	27.3	--	--	*31.0	--	50	22	48	0	5.6
NORTH GREENVILLE C (1)	31.0	31.3	+	20.9	--	*28.0	10.6	27	44	11	0	5.5
PRESBYTERIAN C (1)	53.8	39.4	35.6	27.5	--	42.7	--	76	25	67	0	10.1
VOORHEES C (1)	35.8	+	27.1	22.1	--	*28.3	--	25	24	4	11	5.7
WOFFORD C (1)	56.1	43.4	36.9	--	--	*49.4	3.4	65	20	80	0	12.3
BA+												
CHARLESTON SOUTHERN U (1)	46.1	35.2	32.5	26.0	--	35.0	0.3	76	45	21	0	7.3
COLUMBIA C (1)	43.6	37.4	34.7	32.8	28.0	*38.4	--	78	59	69	0	8.9
CONVERSE C (1)	48.2	38.8	33.3	33.7	--	38.2	1.7	69	41	71	0	9.2
FURMAN U (1)	57.9	41.3	35.5	29.8	--	47.0	0.9	186	25	76	0	13.4
SOUTHERN WESLEYAN U (1)	32.5	28.1	22.7	--	--	*28.3	--	28	32	54	20	5.4

BEST COPY AVAILABLE

	Prof ($)	Assc ($)	Asst ($)	Inst./ Lect. ($)	No Rank ($)	Avg ($)	% Chng. (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
DOCTORAL												
BOB JONES U (3)	--	--	--	--	--	--	--	--	--	--	--	--
COLUMBIA INT'L U (1)	--	--	--	--	--	--	--	0	--	--	100	--
ERSKINE C & SEM (1)	45.6	33.7	30.9	--	--	*39.2	--	51	27	43	0	8.6
LUTHERAN THEOL SOUTHERN SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
SOUTH DAKOTA												
Public Institutions												
AA												
SISSETON-WAHPETON CC (1)	--	--	--	--	24.8	24.8	-9.7	11	73	0	0	2.7
BA												
DAKOTA STATE U (1)	48.8	40.8	35.5	20.5	--	*33.7	--	53	42	30	17	6.3
BA+												
BLACK HILLS STATE U (1)	41.4	36.4	30.4	23.3	--	*33.1	--	107	27	40	0	6.3
NORTHERN STATE U (1)	46.4	35.1	31.4	30.2	--	*35.7	--	113	31	52	8	6.8
OGLALA LAKOTA C (1)	--	--	--	--	25.7	25.7	3.4	32	56	0	9	5.2
SINTE GLESKA U (4)	--	--	--	--	+	+	--	3	67	--	93	--
DOCTORAL												
SD SCHL OF MINES & TECHNOLOGY (1)	50.6	43.2	36.9	--	--	*44.8	1.8	103	15	47	0	7.8
SOUTH DAKOTA STATE U (1)	45.9	38.2	34.6	29.9	--	38.1	--	287	39	49	23	7.0
U OF SOUTH DAKOTA (1)	50.8	38.9	35.8	24.4	--	38.1	2.4	300	38	43	12	7.3
Independent Institutions												
AA												
KILIAN CC (1)	--	--	--	--	+	+	--	3	67	0	0	2.7
BA												
PRESENTATION C (1)	--	+	30.9	--	--	*30.9	4.5	23	74	35	0	6.3
BA+												
AUGUSTANA C (1)	44.2	39.0	33.3	27.2	--	37.7	1.8	116	30	60	0	9.0
DAKOTA WESLEYAN U (1)	32.1	29.8	24.1	21.0	--	*26.5	--	35	37	40	5	6.3
MOUNT MARTY C (1)	34.0	29.5	27.6	23.7	--	*28.3	--	40	50	23	7	--
U OF SIOUX FALLS (1)	38.7	31.7	29.9	--	--	*32.3	1.1	35	26	57	0	8.1
DOCTORAL												
NORTH AMERICAN BAPTIST SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
TENNESSEE												
Public Institutions												
AA												
CHATTANOOGA STATE TECH CC (1)	48.0	40.3	33.1	25.4	+	*36.2	--	147	52	66	24	0.7
CLEVELAND STATE CC (1)	46.3	39.9	34.0	29.1	--	*35.6	--	75	45	60	4	8.0
COLUMBIA STATE CC (1)	50.1	43.2	35.6	30.3	--	*36.1	--	86	59	53	9	8.8
DYERSBURG STATE CC (1)	43.3	36.5	31.1	29.4	--	*35.7	--	41	51	61	13	8.6
JACKSON STATE CC (1)	39.9	36.2	29.8	28.9	--	*34.9	--	69	54	55	20	7.7
MOTLOW STATE CC (1)	49.7	40.4	34.7	28.7	--	*34.4	--	71	55	48	9	8.7
NASHVILLE STATE TECH INST (1)	47.5	37.3	32.1	24.2	--	*34.5	--	93	47	61	11	7.7
NORTHEAST STATE TECH CC (1)	--	35.0	30.2	26.6	--	29.7	-2.9	74	45	26	18	7.6
PELLISSIPPI STATE TECH CC (1)	44.3	36.4	31.6	26.2	--	*32.3	--	151	60	53	5	7.7
ROANE STATE CC (1)	46.8	37.9	33.7	28.1	--	37.3	3.4	125	50	56	5	8.5

	Prof ($)	Assc ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg ($)	% Chng. (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
SHELBY STATE CC (1)	41.9	36.2	29.8	26.6	--	33.5	--	126	55	60	9	4.9
STATE TECH INST AT MEMPHIS (1)	+	38.1	31.5	28.5	--	*32.6	0.6	54	69	41	66	7.2
VOLUNTEER STATE CC (1)	45.6	39.6	29.2	25.3	--	34.9	--	86	49	57	24	6.5
WALTERS STATE CC (1)	47.2	39.0	32.1	26.1	--	37.1	0.1	104	53	55	15	8.6
BA+												
AUSTIN PEAY STATE U (1)	53.9	40.9	34.0	27.7	--	*42.4	--	244	36	55	9	9.6
U OF TENNESSEE-CHATTANOOGA (1)	53.9	44.7	38.2	24.3	--	*46.4	--	274	34	65	1	12.7
U OF TENNESSEE-MARTIN (1)	50.9	43.4	36.9	30.1	--	44.3	0.9	199	32	62	11	13.4
DOCTORAL												
EAST TENNESSEE STATE U (1)	55.7	46.9	39.9	31.5	--	45.1	-2.7	402	39	63	19	--
MIDDLE TENNESSEE STATE U (1)	56.0	43.6	36.1	27.1	--	43.7	3.1	647	37	59	6	10.3
TENNESSEE STATE U (1)	53.8	49.3	37.9	30.1	--	*47.7	--	243	35	77	16	11.0
TENNESSEE TECHNOLOGICAL U (1)	58.6	44.8	37.3	26.1	--	47.5	3.0	377	24	79	2	11.7
U OF MEMPHIS (1)	62.9	47.4	39.9	26.0	--	48.9	1.1	708	30	67	7	10.8
U OF TENNESSEE-KNOXVILLE (1)	63.8	49.6	42.6	29.2	--	*54.1	--	1,091	25	72	19	15.0
U OF TENNESSEE-MEMPHIS (1)	--	+	--	--	--	+	--	1	100	100	99	15.3
Independent Institutions												
AA												
AQUINAS C (1)	--	--	--	--	28.6	28.6	-3.6	24	71	0	0	6.1
FORT SANDERS SCHL OF NURSING (1)	--	--	--	--	37.1	*37.1	--	6	67	0	40	8.4
HIWASSEE C (1)	27.7	+	21.1	--	--	*25.2	-2.2	17	47	59	6	--
KNOXVILLE C-MORRISTOWN CAMPUS (3)	--	--	--	--	--	--	--	--	--	--	--	--
BA												
BRYAN C (1)	32.4	28.4	25.4	--	--	*29.0	6.8	31	16	39	0	8.1
CRICHTON C (1)	34.5	+	+	--	--	*34.5	4.5	9	22	0	40	5.1
FREE WILL BAPTIST BIBLE C (1)	--	--	--	--	28.4	*28.4	--	19	11	0	0	--
KING C (1)	33.0	29.2	26.5	--	--	*29.6	--	37	35	0	0	7.0
KNOXVILLE C (3)	--	--	--	--	--	--	--	--	--	--	--	--
LAMBUTH U (1)	33.2	29.9	30.3	--	--	*31.1	--	43	33	58	0	8.9
LANE C (1)	33.4	27.7	28.4	21.1	--	*28.2	--	42	29	19	0	2.8
MARTIN METHODIST C (1)	27.2	+	+	--	--	*27.2	5.5	21	38	62	9	6.6
MARYVILLE C (1)	49.7	40.4	34.1	28.1	--	*39.6	4.1	51	47	57	0	7.9
O'MORE C OF DESIGN (1)	--	--	--	--	+	+	10.4	3	67	0	25	3.0
SOUTHERN C OF OPTOMETRY (1)	+	--	--	--	--	+	--	2	0	50	95	15.3
SOUTHERN C OF SEVENTH-DAY ADVENTISTS (1)	+	+	26.5	--	--	*26.5	-0.7	9	67	0	91	8.0
TENNESSEE WESLEYAN C (1)	28.9	26.1	23.4	--	--	*26.0	10.4	27	30	48	4	5.7
TRI-STATE BAPTIST C (3)	--	--	--	--	--	--	--	--	--	--	--	--
BA+												
AMERICAN BAPTIST C (4)	14.3	+	+	--	--	*14.3	--	5	40	--	38	--
BELMONT U (1)	48.0	35.4	35.2	26.6	--	37.4	0.2	132	42	48	14	8.1
BETHEL C (1)	32.1	28.4	25.7	23.4	--	*27.9	2.8	25	28	60	11	6.4
CARSON-NEWMAN C (1)	41.7	37.3	31.2	26.9	--	34.2	3.3	105	39	57	11	7.7
CHRISTIAN BROTHERS U (1)	41.6	40.8	30.6	--	--	*37.5	7.9	95	26	57	0	8.8
CUMBERLAND U (1)	27.5	31.0	28.6	23.8	--	*27.1	--	47	47	0	25	4.7
DAVID LIPSCOMB U (1)	48.7	39.4	32.9	27.9	--	39.3	--	104	22	53	0	8.8
FISK U (1)	40.6	35.2	30.2	24.4	--	*33.6	--	59	42	56	0	5.6
FREED-HARDEMAN U (1)	41.9	35.5	31.1	22.0	--	*33.5	--	68	28	56	14	6.1
JOHNSON BIBLE C (1)	30.3	28.5	+	--	--	*29.6	6.4	18	11	94	0	12.5

	Prof. ($)	Assc ($)	Asst ($)	Inst./ Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
LE MOYNE-OWEN C (1)	37.5	24.8	26.9	22.4	--	*25.6	--	51	41	35	0	2.6
LEE C (1)	38.7	34.5	31.6	24.5	--	31.9	--	94	35	48	0	6.2
LINCOLN MEMORIAL U (1)	49.9	30.0	28.7	24.4	--	*29.4	--	66	48	0	6	5.3
MEMPHIS C OF ART (1)	--	29.9	+	26.5	--	*28.8	-1.9	12	17	0	0	--
MILLIGAN C (1)	43.2	36.0	27.6	--	--	34.2	-1.9	58	41	47	2	6.0
RHODES C (1)	63.1	45.3	37.3	33.0	--	45.3	2.1	108	35	54	1	11.4
TREVECCA NAZARENE C (1)	38.6	34.7	28.5	19.0	--	*33.8	--	57	32	39	11	5.5
TUSCULUM C (1)	38.9	34.3	33.0	--	--	*34.6	--	29	34	17	0	5.7
UNION U (1)	44.1	36.7	35.9	32.6	--	37.0	7.0	104	44	22	0	9.1
DOCTORAL												
EMMANUEL SCHL OF RELIGION (1)	44.1	+	+	--	--	*44.1	--	7	0	71	0	22.9
HARDING U GRAD SCHL OF RELIGION (1)	--	--	--	--	--	--	--	--	--	--	--	--
MEHARRY MED C (1)	--	--	--	--	--	--	--	0	--	--	100	--
MEMPHIS THEOL SEM (1)	46.7	+	+	--	--	*46.7	38.0	11	27	45	0	5.7
MID AMERICA BAPTIST SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
TENNESSEE TEMPLE U (1)	+	20.1	20.5	19.9	--	*20.1	1.1	26	31	0	16	3.4
U OF THE SOUTH (1)	63.6	47.2	37.1	--	--	*52.4	4.0	107	22	69	0	15.4
VANDERBILT U (1)	86.1	57.2	45.4	29.9	--	66.1	--	651	25	64	8	15.5

TEXAS

Public Institutions

	Prof. ($)	Assc ($)	Asst ($)	Inst./ Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
AA												
ALVIN CC (1)	--	--	--	--	36.9	36.9	-6.8	57	44	84	36	6.9
AMARILLO C (1)	43.8	38.1	36.3	31.5	--	37.3	6.5	137	55	66	40	9.6
ANGELINA C (1)	--	--	--	--	40.7	40.7	9.0	87	53	0	0	6.9
AUSTIN CC (1)	--	--	--	--	40.9	40.9	5.6	211	45	0	24	7.3
BEE COUNTY C (1)	--	--	--	--	32.0	32.0	2.7	60	55	0	35	6.1
BLINN C (1)	--	--	--	--	37.5	37.5	2.1	117	47	0	14	10.9
BRAZOSPORT C (1)	50.0	38.0	--	31.1	--	*40.6	--	25	32	100	55	6.8
BROOKHAVEN C (1)	--	--	--	--	53.9	53.9	-1.5	92	53	0	0	8.2
CEDAR VALLEY C (1)	--	--	--	--	53.9	53.9	1.0	47	34	0	16	8.4
CENTRAL TEXAS C (1)	--	--	--	--	38.5	38.5	1.1	68	57	0	44	8.7
CISCO JR C (1)	--	--	--	--	30.1	30.1	1.9	44	32	50	27	5.3
CLARENDON C (1)	--	--	--	--	31.3	31.3	-3.6	20	25	20	13	4.5
C OF THE MAINLAND (1)	46.9	+	36.5	--	--	*42.5	0.2	24	54	58	72	10.5
COLLIN COUNTY CC-CENTRAL PARK (1)	--	--	--	--	35.1	35.1	2.9	138	50	0	1	6.7
COLLIN COUNTY CC-SPRING CREEK (1)	--	--	--	--	--	--	--	--	--	--	--	--
DEL MAR C (1)	51.3	40.3	34.7	29.6	--	39.9	4.2	240	50	75	11	9.8
EASTFIELD C (1)	--	--	--	--	59.7	59.7	-0.4	94	33	0	0	8.6
EL CENTRO C (1)	--	--	--	--	53.3	53.3	-0.5	127	64	0	2	8.2
EL PASO CC (1)	--	--	--	--	40.8	40.8	3.3	300	48	69	8	7.6
FRANK PHILLIPS C (1)	--	--	--	--	33.8	33.8	-0.5	27	59	0	4	1.4
GALVESTON C (1)	43.5	37.3	35.9	32.0	--	*37.0	--	46	50	67	4	9.0
GRAYSON COUNTY C (1)	--	--	--	--	36.7	36.7	2.6	63	48	0	32	9.0
HILL C (1)	--	--	--	--	30.4	30.4	2.4	63	44	22	0	6.0
HOUSTON CC SYSTEM (1)	--	--	--	--	34.6	34.6	2.5	365	50	11	36	5.5
HOWARD COUNTY JR C DISTRICT (1)	41.8	33.6	31.5	27.7	--	32.1	0.1	72	58	11	21	7.2
KILGORE C (1)	--	--	--	--	33.5	33.5	1.0	137	58	0	17	5.6
LAMAR U-ORANGE (1)	+	--	30.9	28.5	--	*29.2	--	33	61	36	8	6.1

	Prof. ($)	Assc ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg. Bene ($)
LAMAR U-PORT ARTHUR (1)	+	+	+	30.7	--	*30.7	22.5	46	65	33	19	6.4
LAREDO CC (1)	--	--	--	--	37.1	37.1	2.8	154	45	73	10	12.0
LEE C (1)	--	--	--	--	37.0	37.0	-7.8	138	46	0	12	16.4
MCLENNAN CC (1)	--	--	--	--	41.6	41.6	2.0	139	51	80	10	6.4
MIDLAND C (1)	--	--	--	--	37.7	37.7	1.2	70	33	0	16	9.9
MOUNTAIN VIEW C (1)	--	--	--	--	59.0	59.0	0.1	69	35	0	0	8.7
NAVARRO C (1)	--	--	--	--	34.1	34.1	-2.5	54	44	0	33	8.1
NORTH CENTRAL TEXAS C (1)	--	--	--	--	33.1	33.1	6.3	70	44	0	15	5.0
NORTH HARRIS MONTGOMERY CC DISTRICT (1)	41.7	34.0	33.2	--	--	*39.9	--	288	48	0	15	3.0
NORTH LAKE C (1)	--	--	--	--	53.4	53.4	-1.4	75	43	0	0	8.2
NORTHEAST TEXAS CC (1)	--	--	--	--	37.3	37.3	-4.3	40	38	0	13	7.5
ODESSA C (1)	45.6	37.8	35.3	31.8	--	37.3	-0.4	83	46	23	27	3.5
PALO ALTO C (1)	--	39.5	37.8	34.5	--	*36.0	--	73	45	47	14	13.5
PANOLA C (1)	--	--	--	--	34.9	34.9	4.8	40	63	18	22	8.7
PARIS JR C (1)	--	--	--	--	32.8	32.8	3.3	61	57	44	18	5.9
RANGER C (4)	--	--	--	--	+	+	--	15	40	--	46	--
RICHLAND C (1)	--	--	--	--	58.4	58.4	0.3	138	46	0	0	8.5
SAN ANTONIO C (1)	49.7	44.7	39.6	34.6	--	*43.5	--	382	43	78	6	10.1
SAN JACINTO C-CENTRAL CAMPUS (1)	--	--	--	--	36.5	36.5	0.0	399	53	0	7	6.1
SAN JACINTO C-NORTH CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
SAN JACINTO C-SOUTH CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
SOUTH PLAINS C (1)	40.7	37.9	30.9	26.0	--	*31.8	--	191	45	66	10	4.8
SOUTHWEST TEXAS JR C (1)	--	--	--	--	37.7	37.7	2.4	60	38	53	10	7.0
ST PHILIPS C (1)	49.5	44.0	38.4	34.4	--	39.0	2.8	161	42	67	7	9.2
TARRANT COUNTY JR C (1)	44.8	43.6	41.1	36.6	--	*41.8	--	417	48	67	7	10.1
TEMPLE JR C (1)	--	--	--	--	38.6	38.6	5.2	58	43	90	24	8.3
TEXARKANA C (1)	41.5	35.5	33.9	32.8	--	37.8	2.4	73	49	89	30	6.3
TEXAS SOUTHMOST C (1)	--	--	--	--	--	--	--	--	--	--	--	--
TEXAS STATE TECH C-AMARILLO CAMPUS (1)	--	--	--	--	--	--	--	--	--	--	--	--
TEXAS STATE TECH C-HARLINGEN CAMPUS (1)	--	--	--	--	27.2	27.2	4.3	21	33	0	83	7.6
TEXAS STATE TECH C-SWEETWATER CAMPUS (1)	--	--	--	--	--	--	--	0	--	--	100	--
TEXAS STATE TECH C-WACO CAMPUS (1)	--	--	--	--	27.5	27.5	-8.4	44	20	0	82	8.3
TRINITY VALLEY CC (1)	--	--	--	--	36.6	36.6	2.5	87	46	0	27	9.8
TYLER JR C (1)	--	--	--	--	35.4	35.4	-0.3	167	53	0	18	7.5
VERNON REGIONAL JR C (1)	--	--	--	--	32.2	32.2	1.6	35	49	0	34	--
VICTORIA C (1)	--	--	--	--	39.3	39.3	4.0	77	40	66	20	10.0
WEATHERFORD C (1)	--	--	--	--	35.9	35.9	2.2	42	48	0	24	6.1
WESTERN TEXAS C (1)	41.1	34.9	31.4	30.0	--	33.9	2.2	38	29	0	19	7.8
WHARTON COUNTY JR C (1)	--	--	--	--	35.1	35.1	2.2	67	40	0	37	9.0
BA												
TEXAS A&M U-GALVESTON (1)	49.1	37.0	35.1	28.5	--	*35.4	--	39	15	44	28	12.9
U OF HOUSTON-DOWNTOWN (1)	49.4	42.5	35.7	28.5	--	*37.5	--	158	41	44	5	9.8
BA+												
ANGELO STATE U (1)	49.7	43.2	37.1	27.7	--	39.7	2.3	186	37	56	1	11.6
EAST TEXAS STATE U-TEXARKANA (4)	+	+	+	--	--	+	--	32	31	--	0	--
MIDWESTERN STATE U (1)	50.5	43.8	37.5	28.3	--	40.8	1.2	168	39	47	6	10.5
PRAIRIE VIEW A&M U (1)	48.5	41.1	36.0	29.6	--	*35.7	--	203	33	33	14	10.4
SOUTHWEST TEXAS STATE U (1)	51.0	41.7	34.8	27.8	--	40.1	7.0	596	37	57	5	9.1
SUL ROSS STATE U (1)	50.8	42.4	35.0	28.4	--	*40.0	14.7	96	21	44	6	11.1

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
TARLETON STATE U (1)	45.3	39.9	33.7	26.9	- -	*34.4	3.1	192	36	40	13	10.2
TEXAS A&M INT'L U (1)	45.5	44.1	37.4	- -	- -	*40.0	4.8	96	33	21	15	10.4
THE U OF TEXAS AT BROWNSVILLE (1)	47.0	41.8	37.0	32.2	- -	38.8	1.7	178	43	66	11	8.6
THE U OF TEXAS AT TYLER (1)	53.4	44.1	37.7	32.5	- -	42.3	-0.2	141	48	52	3	12.3
THE U OF TEXAS OF THE PERMIAN BASIN (1)	47.3	41.0	34.5	35.1	- -	*38.8	- -	74	38	45	0	6.7
U OF HOUSTON-CLEAR LAKE (1)	59.9	50.8	41.4	33.2	- -	*48.9	- -	167	37	63	2	12.3
U OF HOUSTON-VICTORIA (1)	50.4	45.6	37.0	- -	- -	*41.5	- -	32	34	38	9	7.2
WEST TEXAS A&M U (1)	46.8	40.8	33.1	28.8	- -	36.7	2.3	193	39	51	4	9.7
DOCTORAL												
EAST TEXAS STATE U (1)	51.0	40.7	36.3	32.3	+	*42.8	- -	244	29	59	5	11.3
LAMAR U-BEAUMONT (1)	49.9	38.8	34.2	26.5	- -	36.8	1.4	328	34	61	0	7.0
SAM HOUSTON STATE U (1)	52.5	42.5	36.1	30.9	- -	*43.9	- -	352	28	68	4	7.0
STEPHEN F AUSTIN STATE U (1)	47.3	38.4	34.4	26.4	- -	37.9	4.8	347	33	60	8	10.8
TEXAS A&M U (1)	62.1	45.1	38.9	25.1	- -	46.4	1.8	685	22	64	54	12.1
TEXAS A&M U-CORPUS CHRISTI (1)	49.6	43.6	37.6	- -	- -	*42.8	- -	175	39	42	0	11.6
TEXAS A&M U-KINGSVILLE (1)	47.9	40.5	34.2	24.0	- -	40.1	-0.5	189	23	65	5	10.2
TEXAS SOUTHERN U (1)	57.0	44.9	37.6	31.3	- -	44.8	-0.4	260	37	69	4	7.3
TEXAS TECH U (1)	65.2	45.8	37.2	28.1	- -	48.7	2.9	753	26	63	3	12.8
TEXAS TECH U HLTH SCIENCES CTR (1)	- -	+	- -	- -	- -	+	- -	1	100	0	99	9.8
TEXAS WOMAN'S U (1)	56.0	43.0	36.2	31.5	- -	*42.5	3.9	386	75	50	0	10.1
THE U OF TEXAS AT ARLINGTON (1)	62.0	44.8	37.3	25.8	- -	*46.3	- -	655	25	66	0	11.9
THE U OF TEXAS AT AUSTIN (1)	76.1	49.3	44.9	38.3	- -	60.3	2.8	2,115	26	69	0	13.6
THE U OF TEXAS AT DALLAS (1)	69.1	51.9	45.9	- -	- -	58.4	3.4	207	14	77	0	13.8
THE U OF TEXAS AT EL PASO (1)	55.6	43.5	38.4	27.1	- -	*42.7	- -	480	29	53	0	11.1
THE U OF TEXAS AT SAN ANTONIO (1)	54.6	45.0	39.0	- -	- -	*45.0	- -	323	28	63	0	12.2
THE U OF TEXAS HLTH SCIENCE CTR (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
THE U OF TEXAS HLTH SCIENCE-SAN ANTONIO (1)	+	51.7	40.1	26.8	+	*41.3	2.7	60	93	35	85	9.3
THE U OF TEXAS MED BRANCH-GALVESTON (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
THE U OF TEXAS SOUTHWEST MED CTR-DALLAS (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
THE U OF TEXAS-PAN AMERICAN (1)	58.5	46.5	38.1	30.8	- -	41.7	4.2	371	35	47	0	11.1
U OF HOUSTON-U PARK (1)	69.5	47.4	42.8	38.0	- -	*54.8	4.1	834	22	71	0	10.0
U OF NORTH TEXAS (1)	58.5	45.6	40.0	27.0	- -	*46.6	- -	733	27	62	0	9.4
Independent Institutions												
AA												
JACKSONVILLE C-MAIN CAMPUS (1)	- -	- -	- -	- -	23.3	23.3	1.4	10	40	0	33	5.5
LON MORRIS C (1)	+	30.8	24.5	24.3	- -	*25.4	7.5	24	33	13	0	5.4
BA												
AMBASSADOR U (1)	+	39.5	33.9	22.0	- -	*32.3	-1.4	16	19	0	65	- -
ARLINGTON BAPTIST C (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
CONCORDIA U AT AUSTIN (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
DALLAS CHRISTIAN C (1)	+	+	- -	- -	- -	+	11.2	5	40	0	0	6.9
HOWARD PAYNE U (1)	35.6	31.2	28.6	25.4	- -	31.0	0.2	59	42	19	34	8.7
HUSTON-TILLOTSON C (1)	34.1	29.6	27.7	28.9	- -	*30.2	- -	35	43	20	5	5.1
INDEPENDENT BAPTIST C (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
INT'L BIBLE C (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
JARVIS CHRISTIAN C (1)	36.1	29.5	26.7	19.1	- -	*26.1	0.4	37	32	19	3	4.8
MCMURRY U (1)	39.2	33.7	31.1	24.2	- -	*34.6	- -	65	29	62	0	6.9
NORTHWOOD U (1)	+	31.5	+	- -	- -	*31.5	- -	11	36	0	0	6.6
PAUL QUINN C (1)	25.3	30.0	26.1	21.0	- -	*23.7	- -	44	43	0	19	4.0

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
SCHREINER C (1)	37.5	30.6	26.6	--	--	*33.4	1.5	29	38	48	12	6.4
SOUTHWESTERN ASSEMBLIES OF GOD C (1)	35.5	30.1	27.4	24.6	--	*30.3	--	26	42	42	0	5.1
SOUTHWESTERN CHRISTIAN C (1)	--	16.0	25.7	--	--	*18.1	4.1	18	28	0	0	2.2
SOUTHWESTERN U (1)	63.1	50.7	39.4	31.0	--	*49.6	--	83	39	61	2	11.5
TEXAS CHIROPRACTIC C (1)	--	--	--	--	--	--	--	0	--	--	100	--
TEXAS C (1)	27.5	22.8	21.2	19.9	--	*22.1	--	35	40	11	3	2.1
TEXAS LUTHERAN C (1)	45.7	36.1	31.9	25.5	--	*37.8	--	55	27	75	0	8.6
WILEY C (1)	--	29.1	27.6	23.6	--	*26.6	--	29	24	0	17	4.0
BA+												
AMBER U (1)	--	--	--	--	--	--	--	0	--	--	100	--
AUSTIN C (1)	53.6	41.2	33.8	--	--	*43.7	--	85	27	66	2	10.0
CRISWELL C (1)	--	--	--	--	--	--	--	0	--	--	100	--
DALLAS BAPTIST U (1)	42.3	+	35.9	--	--	*38.8	6.0	46	43	13	32	8.6
EAST TEXAS BAPTIST U (1)	40.5	36.5	33.9	29.6	--	*35.3	--	61	30	23	3	8.9
EPISCOPAL THEOL SEM OF THE SOUTHWEST (1)	--	--	--	--	--	--	--	0	--	--	100	--
HARDIN-SIMMONS U (1)	41.7	38.9	32.2	26.5	--	35.8	--	85	35	53	3	8.7
HOUSTON BAPTIST U (1)	39.7	36.5	30.4	27.0	--	*35.8	--	81	44	1	26	6.2
INCARNATE WORD C (1)	44.5	36.9	34.9	30.3	--	*37.2	10.5	117	55	42	13	6.8
LETOURNEAU U (1)	42.0	36.9	33.6	28.7	--	*36.7	3.4	55	11	64	0	10.3
LUBBOCK CHRISTIAN U (1)	36.8	30.8	27.3	25.5	--	*31.6	--	62	32	48	0	6.0
OBLATE SCHL OF THEOLOGY (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAINT EDWARDS U (1)	48.5	40.8	33.8	--	--	*40.0	--	89	34	40	2	6.8
SOUTHWESTERN ADVENTIST C (1)	--	--	28.8	--	--	*28.8	--	4	75	0	90	--
TEXAS WESLEYAN U (1)	50.2	60.8	26.1	--	--	*44.4	--	117	32	61	0	8.5
TRINITY U (1)	74.5	51.8	39.5	--	--	60.2	5.0	210	24	79	0	14.8
U OF CENTRAL TEXAS (1)	+	--	--	--	--	+	--	1	0	0	95	8.8
U OF MARY HARDIN BAYLOR (1)	43.2	34.6	30.6	25.1	--	*36.2	--	80	46	34	14	6.2
WAYLAND BAPTIST U (1)	36.3	29.9	27.9	--	--	*30.2	--	41	37	0	41	7.9
DOCTORAL												
ABILENE CHRISTIAN U (1)	46.8	39.8	36.0	26.0	--	40.8	6.6	168	21	68	0	12.1
AUSTIN PRESBYTERIAN THEOL SEM (1)	59.2	50.9	45.0	--	--	*52.5	-19	14	29	57	0	12.8
BAYLOR C OF DENTISTRY (1)	--	--	--	--	--	--	--	0	--	--	100	--
BAYLOR U (1)	65.5	51.0	41.4	32.5	--	*51.0	--	600	34	57	0	13.3
DALLAS THEOL SEM (1)	40.8	36.5	33.7	--	--	*39.3	--	37	5	70	0	9.9
OUR LADY OF THE LAKE U-SAN ANTONIO (1)	53.8	43.6	36.2	29.9	--	41.2	--	90	49	24	12	6.0
RICE U (1)	91.2	60.1	55.3	34.7	47.1	*74.8	--	449	19	71	0	16.5
SAINT MARYS U (1)	69.5	51.5	39.4	--	--	*54.7	5.6	177	28	47	0	8.4
SOUTHERN METHODIST U (1)	79.0	53.6	46.2	29.6	--	*57.4	--	485	26	64	0	13.5
SOUTHWESTERN BAPTIST THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
TEXAS CHRISTIAN U (1)	70.3	51.1	44.6	38.7	--	*54.8	--	337	35	67	0	12.8
U OF DALLAS (1)	48.0	41.4	34.6	--	28.1	*39.6	--	84	24	63	19	9.5
U OF SAINT THOMAS (1)	55.3	44.4	38.1	--	--	*45.4	--	97	36	52	0	11.0
UTAH												
Public Institutions												
AA												
C OF EASTERN UTAH (1)	--	--	--	--	34.8	34.8	3.0	70	24	43	8	10.2
DIXIE C (1)	--	--	--	--	37.6	37.6	18.0	69	26	48	0	13.6
SALT LAKE CC (1)	41.1	36.8	32.9	30.7	--	34.6	5.8	309	44	36	1	12.7

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
SNOW C (1)	45.8	38.6	32.9	28.6	--	*35.4	5.7	81	23	46	0	14.1
BA												
UTAH VALLEY STATE C (1)	38.7	36.9	35.9	33.5	--	36.1	5.9	227	33	44	1	12.9
BA+												
SOUTHERN UTAH U (1)	51.0	38.9	33.1	27.2	--	*37.2	--	183	30	43	0	--
WEBER STATE U (1)	51.2	40.9	35.9	29.3	31.3	*41.9	--	424	36	54	4	14.4
DOCTORAL												
U OF UTAH (1)	67.9	47.9	40.8	31.1	--	*54.5	--	863	28	67	6	16.3
UTAH STATE U (1)	51.7	42.8	37.5	30.3	--	41.9	3.0	458	29	56	38	14.6
Independent Institutions												
AA												
LATTER DAY SAINTS BUSINESS C (1)	--	--	--	--	36.1	36.1	7.2	13	46	0	13	15.1
BA+												
WESTMINSTER C OF SALT LAKE CITY (1)	47.0	39.3	33.6	--	--	*38.7	3.2	82	49	0	0	9.3
DOCTORAL												
BRIGHAM YOUNG U (1)	63.3	47.9	40.7	32.7	35.1	50.4	3.6	1,049	18	64	24	15.8

VERMONT

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Public Institutions												
BA												
VERMONT TECH C (1)	42.6	35.8	29.4	--	--	*35.9	--	55	27	69	18	11.2
BA+												
CASTLETON STATE C (1)	45.6	37.0	31.4	--	--	*37.6	--	87	33	62	2	12.6
JOHNSON STATE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
LYNDON STATE C (1)	45.4	37.3	30.1	--	--	38.6	--	60	27	65	0	13.1
DOCTORAL												
U OF VERMONT & STATE AGRL C (1)	62.3	47.0	38.2	32.3	37.1	*48.2	--	501	35	64	7	12.6
Independent Institutions												
AA												
LANDMARK C (1)	--	*	27.3	18.0	--	*19.9	--	37	65	0	58	5.5
STERLING C (1)	--	--	--	--	16.3	*16.3	--	4	25	0	43	3.8
BA												
CHAMPLAIN C (1)	43.0	38.1	33.4	30.8	--	38.3	3.2	49	53	0	0	12.8
GREEN MOUNTAIN C (1)	44.3	36.4	31.5	25.9	--	*37.6	7.5	33	33	0	0	9.2
SOUTHERN VERMONT C (1)	--	--	--	--	22.4	22.4	2.4	27	56	0	4	5.0
BA+												
BENNINGTON C (1)	--	--	--	--	38.7	38.7	3.4	42	38	0	0	7.6
C OF SAINT JOSEPH (1)	*	*	9.5	--	--	*9.5	33	10	30	0	23	12.0
GODDARD C (1)	--	--	--	--	--	--	--	0	--	--	100	--
MARLBORO C (1)	--	--	--	--	29.9	29.9	-0.0	34	32	74	0	5.0
NORWICH U (1)	45.2	36.3	33.4	--	--	*40.1	--	141	28	80	0	12.1
SAINT MICHAELS C (1)	54.1	43.4	36.2	24.7	--	*44.2	--	125	34	74	0	15.0
SCHL FOR INT'L TRAINING (1)	*	*	31.4	--	--	*31.4	2.2	8	63	0	80	6.3
TRINITY C OF VERMONT (1)	41.6	37.0	31.1	30.5	--	*35.3	--	41	59	0	11	--
DOCTORAL												
MIDDLEBURY C (1)	72.1	51.3	40.8	41.0	--	*54.5	--	187	35	52	0	15.2

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
VIRGINIA												
Public Institutions												
AA												
BLUE RIDGE CC (1)	43.9	40.7	33.4	30.7	--	*37.6	--	35	40	11	8	8.5
CENTRAL VIRGINIA CC (1)	45.2	41.1	35.4	--	+	*40.4	--	60	42	13	0	8.9
DABNEY S LANCASTER CC (1)	+	42.7	33.3	30.7	--	*35.8	--	28	43	25	3	8.5
DANVILLE CC (1)	45.2	38.4	35.1	29.2	--	*37.6	--	54	28	19	0	8.5
EASTERN SHORE CC (1)	--	39.0	+	--	--	*39.0	4.8	13	38	8	13	8.0
GERMANNA CC (1)	43.3	39.0	31.9	29.4	--	*37.5	4.1	39	51	3	3	8.5
J SARGEANT REYNOLDS CC (1)	45.9	40.8	34.7	31.7	--	38.7	--	142	45	0	0	8.7
JOHN TYLER CC (1)	42.7	37.9	33.3	32.2	--	36.5	--	64	53	11	0	8.4
LORD FAIRFAX CC (1)	41.7	36.0	32.8	29.4	--	*34.6	--	38	39	0	0	8.1
MOUNTAIN EMPIRE CC (1)	41.2	38.1	33.9	32.1	--	*36.9	--	48	33	0	0	8.4
NEW RIVER CC (1)	44.9	41.5	34.0	30.6	--	*36.2	--	60	48	10	0	8.4
NORTHERN VIRGINIA CC (1)	46.9	41.6	37.0	33.0	--	41.0	--	481	49	7	0	9.1
PATRICK HENRY CC (1)	41.0	37.0	33.8	28.2	--	35.0	4.4	37	51	0	0	8.2
PAUL D CAMP CC (1)	+	37.5	34.5	--	--	*36.6	6.9	23	35	0	0	8.4
PIEDMONT VIRGINIA CC (1)	42.9	38.8	34.2	29.9	--	*38.7	--	47	53	0	4	8.7
RAPPAHANNOCK CC (1)	+	41.0	35.6	29.0	+	*36.2	2.3	29	48	0	0	8.3
RICHARD BLAND C OF WILLIAM & MARY (1)	45.3	39.8	+	--	--	*41.4	3.3	34	41	85	0	9.4
SOUTHSIDE VIRGINIA CC (1)	+	36.7	34.8	28.8	+	*34.1	3.2	50	40	0	7	8.0
SOUTHWEST VIRGINIA CC (1)	42.1	41.7	36.5	30.0	--	*37.2	--	63	37	11	19	8.5
THOMAS NELSON CC (1)	46.5	39.7	34.3	30.5	+	*37.5	--	99	49	9	0	8.5
TIDEWATER CC (1)	41.7	38.7	33.4	28.8	--	36.6	3.1	239	45	2	7	8.4
VIRGINIA HIGHLANDS CC (1)	40.8	38.9	34.4	28.8	--	37.2	3.4	54	50	6	0	8.5
VIRGINIA WESTERN CC (1)	43.8	40.7	36.1	27.6	--	*38.9	--	86	45	16	3	8.8
WYTHEVILLE CC (1)	42.6	38.9	32.9	27.9	--	36.0	3.7	52	50	17	0	8.3
BA												
U OF VIRGINIA-CLINCH VALLEY C (1)	47.0	38.1	33.7	--	--	*39.3	4.6	52	35	52	9	9.2
VIRGINIA MILITARY INST (1)	56.5	46.3	37.2	--	--	*49.8	1.8	98	7	67	2	13.1
BA+												
CHRISTOPHER NEWPORT U (1)	55.5	48.5	38.3	30.8	--	45.3	5.0	164	32	50	0	11.0
LONGWOOD C (1)	52.3	44.0	36.3	32.3	--	42.6	2.8	157	39	66	0	10.5
MARY WASHINGTON C (1)	52.1	39.4	34.7	33.4	--	*42.2	--	169	36	68	3	10.3
RADFORD U (1)	52.2	41.4	37.0	27.6	--	43.7	13.7	395	39	68	0	10.0
VIRGINIA STATE U (1)	48.2	45.6	40.7	32.2	--	42.8	3.1	153	33	52	11	10.3
DOCTORAL												
C OF WILLIAM & MARY (1)	71.6	51.2	39.1	28.6	--	54.5	4.9	430	29	61	13	13.0
GEORGE MASON U (1)	79.5	54.9	44.8	33.8	--	59.5	6.3	627	34	66	9	12.9
JAMES MADISON U (1)	54.7	46.7	39.2	30.7	--	46.8	4.1	489	33	67	7	11.9
NORFOLK STATE U (1)	53.8	46.2	37.4	30.5	--	*43.7	--	267	45	35	9	11.5
OLD DOMINION U (1)	63.4	47.8	40.2	32.8	--	46.9	--	571	32	58	9	10.3
U OF VIRGINIA-MAIN CAMPUS (1)	75.1	52.2	43.2	37.8	--	59.6	2.5	840	23	69	16	14.1
VIRGINIA COMMONWEALTH U (1)	65.4	51.1	41.8	31.0	--	*52.8	--	520	31	73	33	12.1
VIRGINIA POLYTECH INST & STATE UNIV (1)	71.1	50.0	45.1	25.7	--	55.3	3.9	951	22	74	33	12.0
Independent Institutions												
AA												
COM HOSP OF ROANOKE VALLEY C OF HLTH SCI (1)	--	+	31.5	32.8	--	*31.9	--	13	92	0	54	5.8

	Prof. ($)	Assc ($)	Asst ($)	Inst./ Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
JOHNSON & WALES U-NORFOLK (1)	--	--	+	26.0	--	*26.0	--	13	23	0	0	--
SOUTHERN VIRGINIA C FOR WOMEN (1)	--	--	--	--	22.0	22.0	-6.2	15	73	0	6	3.1
BA												
ATLANTIC BAPTIST BIBLE C INC (3)	--	--	--	--	--	--	--	--	--	--	--	--
BLUEFIELD C (1)	39.0	36.2	30.3	25.0	--	*32.2	--	40	23	0	0	4.7
BRIDGEWATER C (1)	48.9	41.4	35.7	--	--	*41.9	2.5	61	21	85	3	10.1
CHRISTENDOM C (1)	+	44.2	31.3	--	--	*38.4	1.4	12	17	0	0	10.7
EMORY & HENRY C (1)	48.6	38.8	31.2	--	--	*38.8	--	57	28	68	0	7.6
FERRUM C (1)	41.7	34.9	30.7	22.6	--	35.7	-0.8	71	39	73	1	8.5
HAMPDEN-SYDNEY C (1)	57.9	43.1	35.5	27.3	--	*44.3	--	85	21	59	0	9.1
LIFE BIBLE C-EAST (1)	--	--	--	--	--	--	--	0	--	--	100	--
RANDOLPH-MACON C (1)	57.3	42.8	34.6	28.0	--	*42.8	--	93	38	61	0	9.9
RANDOLPH-MACON WOMAN'S C (1)	51.6	42.9	35.0	--	--	*43.6	--	68	51	71	0	11.3
ROANOKE C (1)	52.3	43.3	35.5	--	--	43.4	1.2	94	36	76	0	10.7
SAINT PAULS C (1)	32.6	36.6	29.5	27.0	--	*30.3	7.5	33	27	24	6	5.0
SWEET BRIAR C (1)	56.5	45.2	38.8	--	--	*49.3	--	68	47	81	0	--
VIRGINIA INTERMONT C (1)	--	30.4	28.8	25.3	--	*29.1	--	28	57	32	7	6.8
VIRGINIA WESLEYAN C (1)	55.9	47.4	36.8	37.6	--	*45.9	--	72	36	43	0	11.3
WASHINGTON & LEE U (1)	81.8	56.8	47.8	--	--	70.0	4.7	165	19	84	0	15.1
BA+												
AVERETT C (1)	41.3	35.2	30.6	27.8	--	*35.7	--	52	29	65	0	8.0
EASTERN MENNONITE U (1)	42.9	37.8	31.4	26.6	--	35.7	4.1	67	33	54	0	8.1
HOLLINS C (1)	54.6	42.7	34.1	--	--	*43.4	--	70	49	66	0	13.4
INST OF TEXTILE TECHNOLOGY (1)	--	--	--	--	--	--	--	0	--	--	100	--
LYNCHBURG C (1)	47.9	41.2	33.4	--	--	41.9	--	116	36	72	0	9.1
MARY BALDWIN C (1)	44.7	37.4	33.1	--	--	*38.1	--	55	45	65	23	--
MARYMOUNT U (1)	49.8	41.8	38.4	--	--	44.4	5.3	90	61	62	19	7.7
ROCKINGHAM MEM HOSP SCHL OF MED TECHN (1)	--	--	--	--	--	--	--	0	--	--	100	--
SHENANDOAH U (1)	47.0	42.4	38.2	--	--	*42.5	5.2	87	44	17	23	8.5
U OF RICHMOND (1)	76.9	57.9	45.8	--	--	62.0	3.9	221	25	71	0	14.7
DOCTORAL												
HAMPTON U (1)	51.2	41.6	34.1	30.3	--	*38.1	--	253	47	34	14	5.3
LIBERTY U (1)	43.7	36.9	30.5	25.1	--	35.1	1.5	135	37	0	15	5.2
PRESBYTERIAN SCHL OF CHRISTIAN EDUCATION (1)	45.1	+	+	--	--	*45.1	7.2	7	86	57	22	--
PROTESTANT EPISCOPAL THEOL SEM IN VA (1)	--	--	--	--	--	--	--	0	--	--	100	--
REGENT U (1)	60.1	48.3	48.1	--	--	*53.0	--	60	12	55	0	10.6
UNION THEOL SEM IN VIRGINIA (1)	--	--	--	--	--	--	--	0	--	--	100	--
VIRGINIA UNION U (1)	45.9	37.0	30.2	27.0	--	*30.9	--	74	49	12	0	5.5

WASHINGTON

Public Institutions

AA

	Prof. ($)	Assc ($)	Asst ($)	Inst./ Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
BATES TECH C (1)	--	--	--	43.3	--	*43.3	--	16	88	69	87	11.5
BELLEVUE CC (1)	--	--	--	--	42.4	42.4	6.0	106	47	86	0	11.0
BELLINGHAM TECH C (1)	--	--	--	--	41.7	41.7	3.2	37	43	59	10	11.0
BIG BEND CC (1)	--	--	--	--	39.5	39.5	3.4	45	38	84	0	10.6
CENTRALIA C (1)	--	--	--	--	38.7	38.7	2.0	59	36	80	5	10.4
CLARK C (1)	--	--	--	--	38.8	38.8	4.7	137	45	81	0	10.3
CLOVER PARK TECH C (1)	--	--	--	--	35.8	35.8	--	7	100	71	94	10.6

	Prof ($)	Assc ($)	Asst ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene. ($)
COLUMBIA BASIN C (1)	--	--	--	--	37.7	37.7	6.2	85	39	72	2	9.8
EDMONDS CC (1)	--	--	--	--	40.2	40.2	5.1	104	49	81	19	10.6
EVERETT CC (1)	--	--	--	--	38.7	38.7	2.5	102	40	77	0	10.6
GRAYS HARBOR C (1)	--	--	--	--	39.5	39.5	4.3	45	38	71	0	10.4
GREEN RIVER CC (1)	--	--	--	--	40.8	40.8	0.3	109	33	79	0	10.6
HIGHLINE CC (1)	--	--	--	--	40.2	40.2	5.3	106	48	90	0	10.7
LAKE WASHINGTON TECH C (1)	--	--	--	--	35.8	35.8	3.5	57	46	0	0	9.9
LOWER COLUMBIA C (1)	--	--	--	--	39.1	39.1	-3.4	79	39	80	0	--
OLYMPIC C (1)	--	--	--	--	39.5	39.5	4.3	88	44	81	0	10.6
PENINSULA C (1)	--	--	--	--	38.0	38.0	9.5	50	46	64	15	10.4
PIERCE C (1)	--	--	--	--	36.7	36.7	5.2	88	43	81	1	10.4
RENTON TECH C (1)	--	--	--	--	35.2	35.2	1.4	67	51	55	0	9.7
SEATTLE CC-CENTRAL CAMPUS (1)	--	--	--	--	36.9	36.9	4.2	146	48	71	0	9.9
SEATTLE CC-NORTH CAMPUS (1)	--	--	--	--	38.7	38.7	5.2	98	44	89	0	10.3
SEATTLE CC-SOUTH CAMPUS (1)	--	--	--	--	38.3	38.3	6.9	74	27	84	0	10.2
SHORELINE CC (1)	--	--	--	--	41.3	41.3	6.6	133	53	84	0	11.0
SKAGIT VALLEY C (1)	--	--	--	--	34.9	34.9	-0.3	90	50	83	2	9.7
SOUTH PUGET SOUND CC (1)	--	--	--	--	35.0	35.0	0.9	71	49	73	0	9.6
SPOKANE CC (1)	--	--	--	--	38.6	38.6	-0.1	182	36	93	0	11.1
SPOKANE FALLS CC (1)	--	--	--	--	38.6	38.6	0.6	126	37	87	0	11.3
TACOMA CC (1)	--	--	--	--	41.7	41.7	7.3	78	47	82	0	10.6
WALLA WALLA CC (1)	--	--	--	--	39.4	39.4	7.3	73	42	63	1	10.3
WENATCHEE VALLEY C (1)	--	--	--	--	34.7	34.7	1.5	53	47	85	0	9.8
WHATCOM CC (1)	--	--	--	--	34.6	34.6	1.6	31	58	81	0	9.6
YAKIMA VALLEY CC (1)	--	--	--	--	42.1	42.1	5.7	107	48	60	0	10.6
BA+												
CENTRAL WASHINGTON U (1)	51.6	39.2	36.3	31.3	--	44.1	3.9	311	28	68	2	11.1
EASTERN WASHINGTON U (1)	51.6	44.2	37.7	28.9	--	*44.9	--	356	31	69	8	10.9
EVERGREEN STATE C (1)	--	--	--	--	44.1	44.1	4.7	154	42	0	0	--
U OF WASHINGTON-BOTHELL BRANCH (1)	63.6	41.7	43.4	--	--	*46.5	11.3	24	42	33	4	11.3
U OF WASHINGTON-TACOMA BRANCH (1)	58.4	+	41.3	--	--	*46.6	1.9	21	52	43	13	11.4
WESTERN WASHINGTON U (1)	55.6	45.7	37.6	35.0	--	*47.4	--	397	28	75	0	12.1
DOCTORAL												
U OF WASHINGTON (1)	69.3	49.0	43.9	38.9	27.6	*57.4	--	1,366	24	73	26	13.5
WASHINGTON STATE U (1)	63.2	47.0	41.8	30.9	--	*49.8	--	720	30	60	27	10.8
Independent institutions												
AA												
HOLY FAMILY HOSP SCHL OF RADIOLOGIC TECHN (1)	--	--	--	--	--	--	--	--	--	--	--	--
BA												
CORNISH C OF THE ARTS (1)	--	--	--	--	22.0	22.0	16.5	42	38	0	0	4.5
HENRY COGSWELL C (1)	+	--	--	--	--	*	--	1	0	0	75	--
LUTHERAN BIBLE INST OF SEATTLE (1)	--	--	--	--	--	--	--	0	--	--	100	--
NORTHWEST C OF THE ASSEMBLIES OF GOD (1)	40.4	34.9	32.0	25.8	--	*32.8	2.0	28	32	46	10	8.6
PUGET SOUND CHRISTIAN C (1)	+	+	--	--	--	*	5.0	5	20	0	0	--
WHITMAN C (1)	60.9	46.0	38.3	29.1	--	*49.0	--	100	26	72	0	13.0
BA+												
ANTIOCH U-SEATTLE BRANCH (1)	--	--	--	--	--	--	--	0	--	--	100	--
BASTYR U (1)	--	--	--	--	--	--	--	--	--	--	--	--

	Prof ($)	Assc ($)	Asst ($)	Inst / Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
CITY U (1)	--	--	--	--	--	--	--	0	--	--	100	--
FULLER THEOL SEM IN WASHINGTON (1)	--	--	--	--	--	--	--	--	--	--	--	--
GOLDEN GATE U-SEATTLE (1)	--	--	--	--	--	--	--	--	--	--	--	--
HERITAGE C (1)	--	--	+	--	--	+	-0.6	4	75	0	88	6.1
NORTHWEST BAPTIST SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
PACIFIC LUTHERAN U (1)	51.8	43.5	36.8	--	--	*44.5	--	219	39	71	4	10.7
SAINT MARTINS C (1)	42.4	35.6	32.3	--	--	*35.0	--	57	28	70	0	8.7
U OF PUGET SOUND (1)	67.3	51.3	41.9	--	--	55.3	2.5	178	34	57	0	14.6
WALLA WALLA C (1)	35.1	33.2	32.0	28.6	--	*33.4	--	121	29	60	0	7.4
WA BAPTIST C OF BIBLICAL EDUCATION (3)	--	--	--	--	--	--	--	--	--	--	--	--
WHITWORTH C (1)	49.8	41.8	34.4	--	--	*41.8	--	78	28	56	10	8.6
DOCTORAL												
GONZAGA U (1)	64.9	44.6	37.3	31.4	--	45.9	4.4	234	32	53	10	11.5
SEATTLE PACIFIC U (1)	51.0	42.6	37.1	30.9	--	*44.7	--	138	37	64	0	11.5
SEATTLE U (1)	74.1	52.8	44.8	32.9	--	52.7	1.9	287	40	52	2	12.8
WEST VIRGINIA												
Public Institutions												
AA												
POTOMAC STATE C OF WEST VIRGINIA U (1)	44.1	33.7	26.1	19.6	--	*35.1	--	34	29	74	11	9.0
SOUTHERN WV COMMUNITY & TECHN C (1)	43.9	35.1	28.2	19.8	--	30.1	-0.2	58	43	57	0	7.4
WEST VIRGINIA NORTHERN CC (1)	39.7	29.3	26.7	22.8	--	*32.4	5.6	61	59	64	9	8.2
BA												
BLUEFIELD STATE C (1)	43.3	34.4	30.3	22.0	--	34.0	--	79	44	61	6	8.5
CONCORD C (1)	43.0	37.2	31.2	27.1	--	35.4	12.6	88	31	47	6	8.6
FAIRMONT STATE C (1)	45.7	39.4	35.8	31.8	--	39.6	-2.2	171	33	58	10	11.8
GLENVILLE STATE C (1)	41.5	34.3	30.5	28.0	--	*33.6	7.5	69	30	52	8	8.2
SHEPHERD C (1)	44.8	38.0	34.1	32.3	--	*38.0	--	118	34	63	2	7.4
WEST LIBERTY STATE C (1)	44.2	34.9	29.0	24.8	--	*36.8	--	126	33	76	0	8.8
WEST VIRGINIA STATE C (1)	41.2	37.0	31.8	26.4	--	*33.5	--	123	48	37	12	8.3
WEST VIRGINIA U AT PARKERSBURG (1)	40.9	37.6	31.8	27.8	--	36.4	8.0	75	40	71	1	7.9
BA+												
WEST VIRGINIA GRAD C (1)	57.6	48.0	46.9	--	--	*51.3	--	49	33	67	11	9.1
WEST VIRGINIA INST OF TECHNOLOGY (1)	43.2	37.2	33.3	29.0	--	*39.1	--	119	26	79	4	9.2
DOCTORAL												
MARSHALL U (1)	50.0	40.5	32.7	24.4	--	41.4	3.8	384	36	68	3	9.1
WEST VIRGINIA U (1)	58.5	46.2	38.1	27.6	--	*47.6	--	662	28	62	23	9.6
Independent Institutions												
BA												
APPALACHIAN BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	
BETHANY C (1)	43.0	37.6	30.6	--	--	37.3	--	51	29	69	0	11.4
DAVIS & ELKINS C (1)	38.9	33.5	29.0	23.6	--	31.8	--	50	48	48	0	9.2
OHIO VALLEY C (1)	35.8	25.3	+	--	--	*30.0	3.5	16	25	50	6	6.1
THE C OF WEST VIRGINIA (1)	+	31.1	29.3	--	32.6	*31.5	20.8	33	55	0	25	6.7
BA+												
ALDERSON BROADDUS C (1)	40.0	33.3	28.2	25.3	--	32.2	2.1	61	54	39	10	9.9
SALEM-TEIKYO U (1)	--	--	--	--	--	--	--	0	--	--	100	--
THE U OF CHARLESTON (1)	40.5	38.7	32.5	33.5	--	*35.6	--	58	59	0	0	7.5

	Prof ($)	Assc ($)	Asst ($)	Inst./ Lect ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd (%)	% 11/12 (%)	Avg Bene ($)
WEST VIRGINIA WESLEYAN C (1)	47.7	40.3	33.9	--	--	*40.5	--	76	39	62	0	10.6
WHEELING JESUIT C (1)	42.5	36.0	31.0	27.0	--	*34.4	--	62	39	60	11	8.2
WISCONSIN												
Public Institutions												
AA												
BLACKHAWK TECH C (1)	--	--	--	--	43.7	43.7	0.1	87	52	0	0	13.9
CHIPPEWA VALLEY TECH C (1)	--	--	--	--	44.8	44.8	1.5	166	45	0	12	15.0
FOX VALLEY TECH C (1)	--	--	--	--	44.4	44.4	2.7	189	49	0	32	14.2
GATEWAY TECH C (1)	--	--	--	--	52.6	52.6	12.9	230	57	0	0	15.8
LAKESHORE TECH C (1)	--	--	--	--	47.0	47.0	3.4	86	44	0	20	16.5
MADISON AREA TECH C (1)	--	--	--	--	50.3	50.3	0.7	393	45	0	0	18.3
MID-STATE TECH C-MAIN CAMPUS (1)	--	--	--	--	44.6	44.6	4.1	79	44	0	4	15.3
MILWAUKEE AREA TECH C (1)	--	--	--	--	54.6	54.6	3.7	619	47	0	0	18.1
MORAINE PARK TECH C (1)	--	--	--	--	43.4	43.4	-1.0	133	44	0	9	14.4
NICOLET AREA TECH C (1)	--	--	--	--	44.6	44.6	2.5	56	41	100	21	9.4
NORTHCENTRAL TECH C (1)	--	--	--	--	46.3	46.3	1.8	145	44	0	3	13.9
NORTHEAST WISCONSIN TECH C (1)	--	--	--	--	46.0	46.0	7.3	184	40	0	9	11.7
SOUTHWEST WISCONSIN TECH C (1)	--	--	--	--	37.6	37.6	0.5	63	56	0	17	12.8
U OF WISCONSIN CTRS (1)	48.4	40.7	33.6	29.3	--	*40.8	--	328	26	84	0	12.7
WAUKESHA COUNTY TECH C (1)	--	--	--	--	43.1	43.1	2.3	203	48	0	0	12.4
WESTERN WISCONSIN TECH C (1)	--	--	--	--	42.1	42.1	4.5	163	47	0	11	12.7
WISCONSIN INDIANHEAD TECH C (1)	--	--	--	--	42.0	42.0	2.9	123	37	90	3	13.3
BA+												
U OF WISCONSIN-EAU CLAIRE (1)	52.5	43.4	39.2	34.0	--	46.1	0.6	396	29	79	1	13.7
U OF WISCONSIN-GREEN BAY (1)	52.3	43.5	38.1	30.7	--	*44.4	--	144	31	71	1	13.4
U OF WISCONSIN-LA CROSSE (1)	54.1	44.5	40.0	33.1	--	*45.5	--	351	30	72	1	13.5
U OF WISCONSIN-OSHKOSH (1)	57.2	45.4	38.9	33.7	--	*46.4	--	333	31	68	2	13.7
U OF WISCONSIN-PARKSIDE (1)	55.6	46.2	40.8	30.2	--	46.1	-0.8	157	32	65	1	13.6
U OF WISCONSIN-PLATTEVILLE (1)	55.7	44.2	36.2	31.0	--	46.5	-0.2	215	21	69	2	13.8
U OF WISCONSIN-RIVER FALLS (1)	51.9	43.2	36.7	32.6	--	*45.9	--	218	32	75	2	13.6
U OF WISCONSIN-STEVENS POINT (1)	54.8	44.4	38.1	33.2	--	*46.7	--	302	24	74	7	13.8
U OF WISCONSIN-STOUT (1)	53.0	42.0	37.1	29.8	--	*44.5	-0.1	284	32	68	1	13.3
U OF WISCONSIN-SUPERIOR (1)	52.6	42.1	34.6	30.7	--	*44.2	--	93	27	69	2	13.2
U OF WISCONSIN-WHITEWATER (1)	56.1	46.3	38.9	33.2	--	*46.0	-0.3	367	34	71	0	13.6
DOCTORAL												
U OF WISCONSIN-MADISON (1)	70.9	52.9	46.6	38.4	--	*62.4	--	1,280	25	78	14	16.3
U OF WISCONSIN-MILWAUKEE (1)	64.0	50.9	44.2	33.2	--	*53.5	--	756	32	76	3	14.2
Independent Institutions												
AA												
MADISON JR C OF BUSINESS (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA												
BELLIN C OF NURSING (1)	--	+	41.2	--	--	*41.2	--	17	100	0	0	8.2
COLUMBIA C OF NURSING (1)	+	40.2	33.2	--	--	*37.0	--	14	93	50	0	--
LAWRENCE U (1)	60.2	45.9	39.4	--	--	*48.3	--	112	30	58	0	10.1
MILWAUKEE INST OF ART DESIGN (1)	--	--	--	--	38.7	38.7	3.3	23	26	0	0	--
MOUNT SENARIO C (1)	+	+	24.1	--	--	*24.1	14.8	16	38	0	47	6.3
NORTHLAND BAPTIST BIBLE C (3)	--	--	--	--	--	--	--	--	--	--	--	--

	Prof ($)	Assc. ($)	Asst ($)	Inst./ Lect. ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene ($)
NORTHLAND C (1)	39.7	32.4	28.0	--	--	*35.0	--	39	18	69	0	7.4
NORTHWESTERN C (4)	26.9	--	--	--	--	26.9	--	15	0	--	0	--
RIPON C (1)	50.7	39.3	33.4	--	--	*43.6	--	59	29	88	0	10.6
WISCONSIN LUTHERAN C (1)	39.1	35.7	28.8	--	--	31.4	--	29	24	0	0	10.1
BA+												
ALVERNO C (1)	43.8	36.2	29.7	--	--	32.9	3.2	115	70	63	3	5.9
BELOIT C (1)	57.6	44.2	37.2	--	--	*48.2	5.0	83	25	67	0	12.4
CARDINAL STRITCH C (1)	48.5	41.1	32.4	27.9	--	36.7	4.8	64	72	53	6	6.9
CARROLL C (1)	43.5	38.6	33.2	--	--	38.7	5.2	72	33	76	3	10.7
CARTHAGE C (1)	50.2	41.1	34.0	23.0	--	*40.3	--	89	33	46	0	11.9
CONCORDIA U-WISCONSIN (1)	45.0	42.4	40.0	33.3	--	*39.3	7.7	86	48	3	0	9.8
EDGEWOOD C (1)	44.1	39.3	32.2	--	--	38.5	4.3	69	45	55	1	8.9
LAKELAND C (1)	47.1	37.7	34.2	--	--	*37.5	3.1	41	37	37	13	7.7
MARANATHA BAPTIST BIBLE C INC (1)	20.1	20.2	21.8	--	--	*20.5	--	30	23	0	0	9.1
MARIAN C OF FOND DU LAC (1)	49.1	39.0	32.2	--	--	*35.5	5.0	63	51	43	10	7.8
MILWAUKEE SCHL OF ENGINEERING (1)	49.0	42.8	37.6	--	--	45.2	5.0	94	15	0	8	10.6
MOUNT MARY C (1)	47.2	39.0	33.0	27.7	--	*37.8	--	81	83	56	0	5.1
NASHOTAH HOUSE (1)	--	--	--	--	--	--	--	0	--	--	100	--
SACRED HEART SCHL OF THEOLOGY (1)	45.6	+	+	--	--	*45.6	-1.0	11	27	0	0	--
SAINT NORBERT C (1)	56.1	43.8	36.2	33.7	--	*42.8	--	106	25	68	0	11.0
SILVER LAKE C (1)	--	35.6	+	26.0	--	*33.5	6.8	17	71	0	0	--
VITERBO C (1)	44.0	37.8	32.4	25.2	--	*33.8	--	80	51	43	0	7.7
DOCTORAL												
MARQUETTE U (1)	71.4	53.6	43.9	--	--	54.7	2.5	438	27	70	11	14.2
WISCONSIN SCHL OF PROF PSYCH (1)	--	+	+	--	--	+	--	3	67	100	0	--

WYOMING

Public Institutions

	Prof ($)	Assc. ($)	Asst ($)	Inst./ Lect. ($)	No Rank ($)	Avg ($)	% Chng (%)	# of Fac (#)	% Fem (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene ($)
AA												
CASPER C (1)	--	--	--	--	34.5	34.5	6.1	144	45	80	4	8.4
CENTRAL WYOMING C (1)	34.6	30.2	26.8	16.1	--	*28.3	--	47	49	0	8	7.8
EASTERN WYOMING C (1)	--	--	--	--	33.5	33.5	1.0	34	26	88	8	8.8
LARAMIE COUNTY CC (1)	--	--	--	--	33.9	33.9	3.4	77	49	0	4	9.1
NORTHWEST CC (1)	39.8	34.9	31.4	25.7	--	*31.7	--	86	28	74	2	8.8
SHERIDAN C (1)	--	--	--	--	32.1	32.1	2.8	73	52	68	3	8.8
WESTERN WYOMING CC (1)	44.6	40.7	33.0	26.9	--	*32.1	--	57	56	0	10	10.0
DOCTORAL												
U OF WYOMING (1)	58.7	45.7	41.1	29.2	--	*47.2	--	519	28	61	17	10.9

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- supporting victims of harassment,
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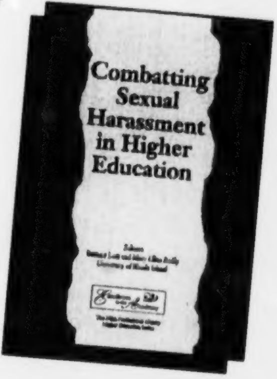
- assessing the effectiveness of legal remedies,
- challenging institutions of higher education to change, and
- solving the union's dilemma.



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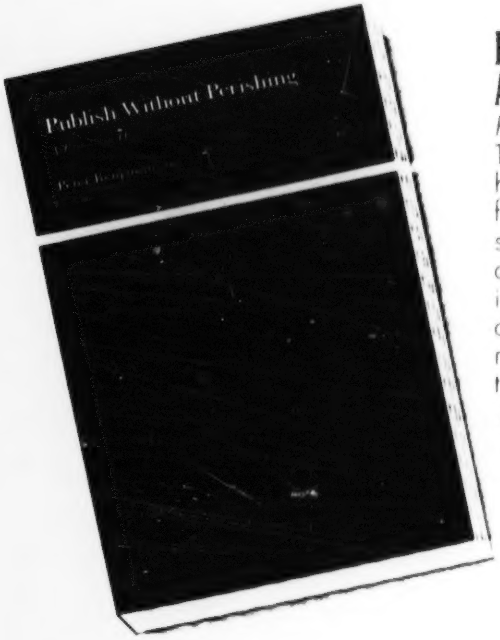

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